



## Commandant's Message

The U.S. Army War College traces its historical lineage to the year 1901 and its founder, Elihu Root, then Secretary of War for President Theodore Roosevelt. Secretary Root saw the need for an institution whose purpose would be "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." He defined the U.S. Army War College as a place where senior leaders would "study and confer on the great problems of national defense, military science, and responsible command."

Root's vision remains as valid today as it was in 1901. The U.S. Army War College curriculum provides a perspective that transcends the internal functions of the Army to define the Army's role in shaping national security strategy in unified, joint, and international environments. This broad educational experience helps create a well rounded, fully developed professional capable of serving in senior leadership positions of great and diverse responsibility.

The U.S. Army War College curriculum and faculty also help our students to better grasp the fundamental essence of war. Students obtain a broader and deeper understanding of why nations fight, the nature of conflict, and the conduct of war at the strategic level. Only through greater understanding will we be able to fulfill Root's admonition to "preserve the peace."

During the course of their U.S. Army War College experience, students are expected to analyze quickly, reason logically, and develop and present cogent positions on a variety of issues. Students exercise their creative and critical thinking skills so they can conduct a major strategy research project on an issue of national security. Students broaden their knowledge of information technology and gain sufficient insights to anticipate and employ ever-increasing technological advances in our military forces.

Whether enrolled in the resident or distance education programs, the U.S. Army War College experience offers students the potential for significant professional and personal growth. The U.S. Army War College encourages students to reflect upon their profession and to share with their family the wide variety of educational and other opportunities available at Carlisle Barracks and in the local civilian communities.

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Commandant, U.S. Army War College

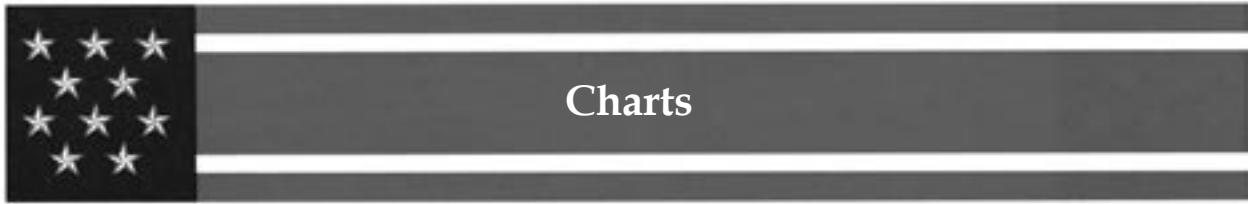


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*Part I.*  
*Introduction to the U.S. Army War College*



## Introduction to the U.S. Army War College

### *Historical Perspective\**

General Order 155 established the U.S. Army War College (USAWC) on 27 November 1901. The Secretary of War, Elihu Root, laid the cornerstone for Roosevelt Hall, the War College building, at Washington Barracks (now Fort McNair) on 21 February 1903. In his dedication speech, Root challenged the USAWC “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” These three topics have guided the USAWC throughout its history.

The “First” Army War College, which lasted until America’s entry into World War I, reflected a tentative search for identity expected of an institution in its formative stage. Founded to improve the professional preparation of senior officers (whose command and staff performance during the Spanish-American War had been notably poor), the Army War College became an element of the War Department General Staff and performed war-planning duties.

Those duties immersed students in practical military problems of the period with an obvious short-term training payoff. The program focused on the issues of national defense and military science and essentially, was “learning by doing.” The curriculum emphasized high-level tactics, campaign planning, and war planning. Despite the experiences of the Spanish-American War, there was little attention paid to preparing for and executing a national mobilization. The immediate aim was to qualify students for service as General Staff officers in the War Department and major commands.

During these early years, there was no formal academic instruction, and theoretical study and acquisition of knowledge took hold only gradually. Because of the risk that day-to-day duties with the General Staff would dilute essential academic and theoretical concerns, the faculty sought to balance learning and doing by emphasizing map and command post exercises, staff rides and analyses of Civil War battles and maneuvers.

The “Second” Army War College emerged in the years following World War I as the Nation evaluated the lessons from its first Industrial Age conflict. The poor performance of the War Department General Staff in planning and carrying out a national mobilization for World War I had been a painfully visible weakness. Consequently, when the “Second” Army War College opened in 1919, after a two-year interruption during World War I, the program of study emphasized preparing the Nation for war.

\* Adapted from LTG Richard A. Chilcoat, “The “Fourth” Army War College: Preparing Strategic Leaders for the Next Century,” *Parameters*, Winter 1995-96, pp. 3-17.

The “Second” Army War College expanded and consolidated its role as an educational institution in which the presentation of formal instruction became paramount. Content began to include the political, economic, and social issues that create the context for decisions at the highest levels of government. Instruction in “responsible command,” the third of Root’s defining imperatives, was officially incorporated into the curriculum. The curriculum also paid increased attention to the study and analysis of history; the Historical Section of the War Plans Division was transferred to the Army War College’s control in 1921. Additionally, although the Army War College had been severed from the General Staff in 1916, vestiges of its original war planning function continued. The Army War College continued its goal of preparing officers for General Staff duties in the War Department, as well as for command and staff work at senior levels.

The Army War College shut its doors again in 1940. World War II marked the total mobilization of warring powers and the emergence of the ultimate expressions of industrial warfare—massed armor, high-performance aircraft, carrier task forces, and the atomic bomb. Despite the distractions of war and its turbulent aftermath, however, the Nation’s military leaders devoted a surprising degree of attention to realigning intermediate and senior education in the armed forces. An Army and Navy Staff College, activated in 1943, became the National War College in 1946. The Army Industrial College (established in 1924) became the Industrial College of the Armed Forces also in 1946, while the Armed Forces Staff College was activated in 1947. The Army War College itself finally reopened in 1950 after a 10-year hiatus, having been displaced to Fort Leavenworth from its prewar home at Fort McNair. It moved to Carlisle Barracks, its present location, only a year later.

The “Third” Army War College was distinctly the product of World War II, but the shaping reality throughout the 40 years of its existence was the Cold War. During the period of the “Third” Army War College nearly all the institutional structures of today’s Army War College finally coalesced. For example, the three resident teaching departments—National Security and Strategy; Military Strategy, Planning, and Operations; and Command, Leadership, and Management (corresponding to Root’s national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today’s Department of Distance Education, also came into being.

The “Third” Army War College’s curriculum mirrored the evolution of U.S. nuclear strategy, ranging from Eisenhower’s massive retaliation in the early 1950s to the prevailing form of flexible response when the Berlin Wall fell in 1989. Even as it fought peripheral wars in Korea and Vietnam against Third World foes, the Army always saw its overriding priority as Western Europe. The type of warfare that NATO and the Warsaw Pact prepared to wage was the epitome of Industrial Age conflict, featuring the phased, sequential clash of huge armored and mechanized formations supported by air, artillery, and missiles relatively close to the line of contact. The ever-present threat of escalation to nuclear war conditioned all theater strategic designs.



Certainly, the immediate practical aim of the “Third” Army War College was preparing graduates to assume high-level command and staff positions where they would plan and execute the type of warfare envisaged above. But the Army War College went beyond preparing for the next war by broadening and elevating the politico-military perspective of its graduates and by imparting a range of proficiencies that might more properly be thought of as purely educational. These advances were unique in the evolution of the Army War College.

Since the Cold War showed every promise of indefinite stalemate, the Army War College adopted a longer view of the skills its graduates would need. New doctrine and the evolution of joint and alliance warfare required the “Third” Army War College to move beyond tactics and the field army to examine operational art and theater strategy. But the Army War College also taught national military strategy, grand strategy, and international security affairs; and introduced students to enlightened concepts for running large organizations. Time was made available in academic programs for students to develop their research, writing, thinking, analytic, and speaking skills. Through personal assessment inventories, the Army War College encouraged students to engage in personal growth and maturation.

The focus of instruction in the “Third” Army War College, the student seminar, took a form that promised to be durable. Each seminar—its 16-17 students a mix from Army branches, other armed services, government agencies, and foreign armed forces—suggests the joint, interagency, and international, combined, or multi-national force now acknowledged by doctrine as the prevailing model. The instructional methodology within the seminar became purposeful discussion, led by an experienced faculty team and shaped by reading assignments, oral presentations, short writing assignments, and the collective skills and experience of the students themselves. Guest lecturers and outside experts reinforced seminar instruction. A substantial research-based writing assignment requiring analysis of a pertinent military problem also complemented seminar instruction.

The dramatic and sudden end of the Cold War and the dawning of the Information Age caused the Army War College to reassess its mission and curriculum. As a result, the Army War College is currently in the midst of its fourth incarnation. The “Fourth” Army War College seeks to produce graduates who are effective practitioners of the strategic art, defined as the skillful formulation, coordination, and application of ends (objectives), ways (courses of action), and means (supporting resources) to promote and defend national interests. The Army War College, with its special organizational culture and associated values, is a learning institution. It will prepare its graduates—fully qualified in service and joint matters, competent with technology, and able to cope with the complexities of strategy at the highest levels of leadership—for their most productive years of service to the nation.

## ***Mission***

To prepare selected military, civilian, and international leaders for responsibilities of strategic leadership; educate current and future leaders on the development and employment of landpower in a joint, multinational and interagency environment; conduct research and publish on national security and military strategy; and engage in activities in support of the Army's strategic communication efforts.

## ***Vision***

The most prestigious institution for the education of strategic leaders and for the study of the development and employment of landpower in a joint, interagency, and multinational environment.

## ***Strategic Goals***

- Educating the Nation's current and future leaders in strategic leadership and the role of landpower in a joint, multinational, and interagency environment.
- Research and publish on national security issues of value to the Army, DoD, and the Nation.
- Support the Army's strategic communications efforts by engaging the Nation and its leaders to increase understanding of strategic leadership, the role of landpower in support of the National Security Strategy, the Army's core competencies, and the Army's Title 10 responsibilities.
- Care for our people by becoming the model of Army well-being.

## ***Values***

- We are dedicated to quality education and lifelong learning.
- Regardless of rank or position, we will treat each other with dignity and respect.
- We promote critical thinking and collaboration.
- We stand by everyone in their time of need.
- Our people are important, so we use our time wisely.
- We reward those who innovate for the good of the institution.
- We do our best each day and are proud of it.

## *Professional Military Education*

The U.S. Army places a high premium on the training and education of the officer corps. Officers are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development. Attendance at the USAWC—whether by resident or distance education programs—represents the culmination of the formal education for most officers. This experience will provide the formal educational foundation for the remainder of the officer's career. The USAWC addresses three educational imperatives: Joint Professional Education, Army Professional Military Education, and graduate level education leading to a Master of Strategic Studies degree.

## *Joint Professional Education*

With the end of the Cold War in 1990, and the advent of the Information Age, the Army War College is undergoing changes designed to enable the College to more adequately prepare its graduates for the 21st century. The requirement for Joint education stems from the Goldwater-Nichols DoD Reorganization Act of 1986. Influenced by the Chairman of the Joint Chief of Staff's Joint Vision 2020 and the Joint Doctrine Program; the Army's Transformation Process, by advances in informational and educational technology, by requirements of the Goldwater-Nichols Act, and by a Revolution in Military Affairs, especially in operations other than war.

PJE instruction was formally introduced into the USAWC curriculum in AY89 in anticipation of emerging Congressional and joint staff guidance on "jointness" in professional education. A Joint Specialty Officer (JSO) "tracking" concept was introduced, which tailored approximately 50% of the courses of instruction for military students to "joint-related" material. In AY90 this joint instruction was integrated throughout the core curriculum. The joint program today remains essentially the same, but includes modifications and enhancements in keeping with further guidance and world affairs.

The Goldwater-Nichols DoD Reorganization Act of 1986 makes the Chairman Joint Chiefs of Staff (CJCS) the principal official to assist the Secretary of Defense in Joint Professional Military Education (JPME) matters, including the joint curricula at Service schools. Further, as prescribed in Title 10, Section 663, the Secretary of Defense, with advice and assistance from CJCS, periodically reviews and revises the curricula of joint education programs.

## ***Army Professional Military Education***

Successful completion of USAWC curriculum results in the awarding of a USAWC diploma and leads to the awarding of the Military Education Level-1 (MEL-1) for U.S. Army personnel, and equivalent credit for members of the other Armed Services. Department of the Army civilians receive similar recognition. USAWC curriculum also partially fulfills the requirements of the Defense Leadership and Management Program (DLAMP).

## ***Middle States Commission on Higher Education***

As part of its efforts to award a Master of Strategic Studies Degree, the USAWC is pursuing accreditation from the Middle States Commission on Higher Education. As prescribed by the Middle States Commission on Higher Education, "The USAWC is a candidate for accreditation by the Commission on Higher Education of the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; (215) 662-5606."

Candidate for Accreditation is a status of affiliation with a regional accrediting commission that indicates that an institution has achieved recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, seems to have the resources to implement the plans, and appears to have the potential for obtaining its goals within a reasonable time.

In March 2002, the Commission accepted the semi-annual interim reports and authorized the USAWC to begin its year of self-study from January 2003 to December 2003. The Commission conducted an on-site evaluation visit in March 2004. The Commission will consider USAWC's accreditation status at its meeting in June 2004.

## ***USAWC on the Internet***

The home page for the USAWC may be found at <http://www.carlisle.army.mil>.

*Part II.*  
*Academic Policies and Procedures*



## Academic Policies and Procedures

### *References:*

1. Carlisle Barracks Pamphlet 10-1, "USAWC Admin Policies & Procedures for Students, Staff and Faculty Manual"
2. Carlisle Barracks Memorandum 350-1, "USAWC Student Admission Policy and Procedure, Resident and Distance Programs"
3. Carlisle Barracks Memorandum 350-2, "Graduation Requirements"
4. Carlisle Barracks Memorandum 350-7, "Disenrollment from the U.S. Army War College"
5. Carlisle Barracks Memorandum 351-9, "Academic Freedom"
6. Carlisle Barracks Memorandum 623-1, "USAWC Student Academic Assessment System"
7. Army Regulation 351-1, "Individual Military Education and Training"
8. TRADOC Regulation 10-10, "United States Army War College"
9. Department of Distance Education Catalogue
10. Communicative Arts Directive

### *Eligibility and Admissions*

#### *Military*

Military students are selected to attend the USAWC by their respective services. Students selected are considered to hold considerable potential for promotion and future service in positions of increasing responsibility. While each service has its own selection process, the U.S. Army holds an annual selection board that chooses Army Competitive Category (ACC) officers to attend the USAWC.

Within the U.S. Army Reserve, AR 351-1 governs selection for Senior Service College. The Chief, Army Reserve (CAR) annually convenes a board (October) that ranks qualified officers by competitive category within Active Guard Reserve (AGR) and non-AGR officers. The CAR reviews the board's recommendation and makes the final decision that is usually announced in mid-December to early-January.

Approximately 35,000 eligible officers receive notification of their eligibility each year. Senior Service College is voluntary for All Troop Program Unit (TPU), Individual Ready Reserve (IRR), and Individual Mobilization Augmentee (IMA) officers and mandatory for Active Guard Reserve (AGRs) officers. All eligible AGR officers are considered for selection. Eligible and interested non-AGRs must submit a packet per the annually published "Application Instructions." Application instructions also reside on the Human Resources Command Web Page under the HRC St. Louis section at <https://www.hrc.army.mil>.

Within the U.S. Army National Guard, the annual selection process starts (April) with each state inviting all eligible colonels and lieutenant colonels to apply and submit required documents. The application and documents, along with the individual's personnel 201 file, are reviewed by a state board of MEL-1 colonels with the Assistant Adjutant General presiding over the board (June). The board develops an Order of Merit List (OML) that the Adjutant General approves.

Each Adjutant General provides the approved list to the National Guard Bureau where a national board is held in August-September. This board is made up of MEL-1 colonels and presided over by the Deputy Director of the Army National Guard. Two Order of Merit Lists are then developed: Resident OML (with an alternate OML) and Distance Education OML (also with an alternate OML). The Director of the Army National Guard finally approves these lists.

The Resident and the Distance Education OMLs (but not the alternate lists) are released to the states in January. The STARC headquarters of each state notifies the selected officers for both programs in the January-February time period. The officer then must accept or decline, usually by the end of February, enrollment for the following academic year. Final lists with names, addresses, and phone numbers are released to the Senior Service Colleges in March for both programs.

To attend the USAWC, officers must be a serving colonel or lieutenant colonel (or equivalent) with at least 16, but not more than 23, years of service at the starting date of the course. The years-of-service prerequisite may be waived for deserving officers by their component. Requests for waiver shall be endorsed by the applicant's immediate commander and will accompany the officer's application to attend the program. Applicants must have completed the Command and General Staff College, or equivalent, and should possess a baccalaureate degree. Students who do not have a baccalaureate degree will not be eligible for the award of a Master of Strategic Studies Degree.

## *International Fellows*

International Fellows are nominated by U.S. Combatant Commanders responsible for their respective regions and are selected after consultation between the Department of State and the Office of the Deputy Assistant Secretary of the Army for Defense Exports and Cooperation. The USAWC, in conjunction with the Department of the Army, Department of Defense, and Department of State, hosts selected senior officers from other friendly nations for approximately one year. The program offers an opportunity for International Fellows to participate in seminar groups; to study, research, and write on subjects of significance to the security interests of their own and other nations; to establish mutual understanding and good working relationships with senior U.S. officers and senior officers of other foreign countries; to extend and deepen their professional qualifications; to enrich the educational environment of the USAWC; and to improve the Fellows' firsthand knowledge of U.S. culture and institutions through study and travel in the continental United States. International Fellows may also apply for the Distance Education Program.

## *Civilians*

### *Department of the Army Civilians*

Student allocations are available in the resident program each year for Department of the Army Civilians. Two allocations are reserved for each distance education class. Department of the Army Civilians are selected through a centralized selection board similar to Army officers. To attend the USAWC, Department of the Army civilians must be an Army civilian employee at the grade of GS/GM-13 or higher. The Office of the Assistant Secretary of the Army (Reserve and Manpower Affairs) handles applications. Department of the Army Civilians also may compete within the Defense Leadership and Management Program (DLAMP) (See below.)

### *Defense Leadership and Management Program (DLAMP)*

Applicants must submit their applications through their component DLAMP representative. Applicants are nominated for selection by component DLAMP Boards and selected by the DLAMP Council. Applicants are evaluated and selected based on the information they submit in their nomination package. Evaluation will be based on the applicant's:

- Depth and breadth of experience in one or more of the broad functional areas in which DoD employs managers and leaders.



- Evidence of ability or potential to complete the academic requirements of the program. Examples of such evidence would include successful completion of a baccalaureate degree; substantial undergraduate course work; military intermediate level schools, i.e., Naval, Army, and Air Command and Staff Colleges; the Defense Systems Management College Program Manager's Course; or other executive programs that involve academic rigor.
- Meeting the DLAMP evaluation criteria that include the U.S. OPM Executive Core Qualifications and Department of Defense criterion.

To attend the USAWC, DLAMP applicants must be at the grade of GS/GM-14 or higher. Details may be found at Defense Leadership and Management Program web site at <http://www.cpms.osd.mil/dlamp/>.

### *Commandant Invitations*

The Commandant may invite up to six students from selected federal agencies. Nominees from these agencies are competitively selected from within their parent organizations.

### *Senior Service College Fellowship Program*

Each year, the Department of the Army selects a limited number of officers as Senior Service College Fellows. These individuals participate in fellowships at civilian universities and government agencies in lieu of resident attendance at a senior service college. About 50 officers from the Active Component, Army National Guard, and Army Reserve will be assigned to the USAWC to study and conduct research in this capacity during a given academic year. Current fellowships involve 20 separate locations in the United States and Canada. Fellows attend summer orientations at the USAWC and the Pentagon. While not in attendance at Carlisle Barracks, they are considered an extension of the USAWC at the various campuses, Allied service schools, and government agencies where they pursue their fellowship.

Senior Service College Fellows receive MEL-1 credit. However, while they do not receive a USAWC diploma, they do receive a USAWC Senior Service College Fellow certificate. Senior Service College Fellows do not receive credit for Joint Professional Education Phase I Senior Level, nor are they eligible for a USAWC Master of Strategic Studies Degree.

## *Service Obligation*

Active component Army officers incur a two-year active duty service obligation (AR 350-100).

U.S. Army Reserve and U.S. Army National Guard commissioned officers incur a two-year service obligation (AR 351-1).

Active and Reserve Component commissioned officers participating in the Senior Service College Fellows Program incur a two-year service obligation (AR 621-7).

Defense Leadership and Management Program personnel must agree to serve in the government for 30 months after completing a 10-month professional military education program.

Prospective students from other services or government organizations are encouraged to determine if an obligation is incurred and the extent of the obligation.

## *Master of Strategic Studies Degree*

Successful completion of all of the requisite requirements, whether in residence or via distance education, established by USAWC for granting a degree will result in the awarding of the Master of Strategic Studies Degree.

Enrollment in the USAWC Master of Strategic Studies Degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. International Fellows seeking enrollment in the Master of Strategic Studies Degree program who do not possess a baccalaureate degree from an accredited U.S. institution must submit their transcripts and supporting documentation to the USAWC for assessment by an outside review body to determine the equivalency of their degrees.

All students at the USAWC are expected to read, write, and speak English fluently. Therefore, to participate in the Master of Strategic Studies Degree program, International Fellows must demonstrate a proficiency in the English language. Native speakers of English, defined as those individuals who have received all of their education in the following countries: United States, United Kingdom, English-speaking Canada, Ireland, Australia, New Zealand, and Commonwealth Caribbean countries, are considered proficient. Non-native speakers of English must demonstrate proficiency by taking the Test of English as a Foreign Language (TOEFL), which must be taken prior to arrival at the USAWC. International Fellows will have only one opportunity to attain the requisite score. Information on the TOEFL may be obtained by writing to:

TOEFL  
P.O. Box 6154  
Princeton, NJ 90541-6154, USA, or <http://www.toefl.org>

A score of 600 on the paper-based test or 220 on the computer-based test is the minimum for provisional enrollment in the Master of Strategic Studies Degree program.

At the end of Term I, a faculty review panel will recommend whether the International Fellow is granted full candidacy in the Master of Strategic Studies Degree program.

### *Degree Requirements*

All requirements for graduation must be completed by the day prior to Graduation Exercises for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows are the only students who may choose to not apply for the MSS degree and pursue only the USAWC diploma. Due to the specialized nature of the curriculum transfer of credits from other institutions will not be accepted.

All U.S. students possessing a baccalaureate degree are automatically enrolled in the MSS degree program. International Fellow participation in the MSS degree is voluntary for those IFs who meet admission requirements. Full requirements for graduation are maintained in Carlisle Barracks Memorandum 350-2.

## *Expectations, Requirements, and Standards*

### *Academic Standards*

A student's primary duty is to meet all academic requirements to the best of her or his ability and to participate actively in scheduled classes. Students must complete all individual and group academic assignments, and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives, syllabi, or as assigned by a faculty member. Assigned readings for each lesson are found in selected reading volumes prepared by the USAWC, materials issued separately, or in materials available on the reserved reading shelves in the Library reading room, general collection, the Military History Institute, or other designated locations. Additionally, students receive a number of books issued to support the curriculum.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their position. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is expected during

guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis and synthesis, rather than description or opinion. Papers are expected to be concise, complete, logically organized, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analyses and conclusions.

Written requirements should reflect the generally accepted rules of grammar and syntax appropriate for senior military or civilian officials. All writing requirements must be typed for submission. The typing and reproduction of individual and group research reports, seminar requirements, summaries, and final course requirements are an individual or seminar group responsibility. Topic, format, and length will be as specified in the course directive, syllabus, or by the faculty members.

### ***Plagiarism***

Appropriating the literary composition of another in whole or in part, and representing them as the product of one's own mind is plagiarism. Plagiarism or extensive paraphrasing without crediting the source violates standards of conduct expected of senior military officers and civilians. A violation of this academic ethical standard is grounds for dismissal from the program. This admonition applies to briefings and oral presentations, as well as written work.

### ***Nonattribution***

Full freedom of expression is encouraged in all academic endeavors. Outside speakers and lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, the USAWC adheres strictly to a longstanding policy of nonattribution of remarks. If referring to a previous speaker or discussion, students and faculty should phrase their remarks in general terms to assure protection of the original speaker's identity.

### ***Academic Freedom***

The USAWC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC and includes the following principal elements:

- Freedom to discuss in a classroom any material or ideas relevant to the subject matter as provided in the course objectives.
- Freedom to teach, conduct research, and publish research findings.
- Freedom to seek changes in academic and institutional policies.
- Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- Responsibility to encourage and nurture innovative critical thinking, discussion, and writing in all areas of the curriculum.
- Responsibility to ensure specified institutional learning objectives are achieved and not undermined by personal opinion.

More specific details, particularly clearance of written products for publication, may be found in Carlisle Barracks Memorandum 351-9, Academic Freedom.

### *Attendance*

Students are required to fulfill all academic requirements and attend all scheduled curriculum events except those specifically listed as optional on the weekly schedule.

### *Dress*

To encourage collegial discussion, the student body is permitted to wear appropriate civilian attire (suit or sport coat and tie for men, and equivalent dress for women) with USAWC nametag. However, appropriate military attire will be prescribed for ceremonial events and special occasions throughout the academic year. Specifically, all military students will be required to wear their appropriate Class B uniform (or equivalent) when the USAWC is visited by active-duty four star officers, Secretaries of Services, and civilians such as the Secretary of Defense, Deputy Secretary of Defense, or visitors of an equivalent grade.

### *Physical Fitness*

A commitment to excellence appropriately includes a rigorous approach to the development of physical stamina and strength, maintenance of optimal body fat composition, and leadership by example through the setting of sound health and fitness practices. Physical fitness training and testing is an individual responsibility for all members of the class and will be conducted in accordance with governing regulations of each respective service.

Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. All Army students—resident or distance—must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. Resident course students are weighed in upon arrival at USAWC. Where necessary, students will provide a copy of their DA Form 5500-R, Body Fat Worksheet, or DA Form 3349, Physical Profile. Students from other Services must comply with the guidelines of their respective organizations.

## *Academic Organization and Methodology*

### *Seminar Learning Model*

Individual reading, research, and study, as well as attendance at lectures and question periods, accomplish learning at the USAWC. Direct participation in seminars and other formal or informal discussion groups also contributes to a student's education. Continual critical assessment of the educational process and of all subject matter contained in the curriculum adds to the student's intellectual and professional growth.

The seminar is the basic organizational and instructional unit at the USAWC. The resident class is organized into seminars for the core courses and work under the direction of a faculty team. The seminar also is the basis for educational experiences during the resident portions of the Distance Education Program (DEP).

In the resident program, each seminar cohort normally consists of Active Component Army officers, Army Reserve Component officers, a sea service officer (either Navy, Marine, or Coast Guard), an Air Force officer, 1-2 U.S. Government civilians, and 2-3 International Fellows. The USAWC strives to provide maximum diversity (Army Competitive Category, Reserve Component, branch, and experience) possible within seminars. In either the resident or distance education programs, a seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Each student, therefore, is an integral member of the seminar learning team. Faculty members will liberally draw upon this experience in seminar discussions.

The resident faculty team consists of a member from each of the three resident teaching departments plus a historian. Faculty from the Directorate of Academic Affairs, the Department of Distance Education, Strategic Studies Institute, and Center for Strategic Leadership serve on faculty teaching teams when necessary. Seminar historians may come from any of the organizations mentioned above or the Military History Institute. Faculty team members serve as sources of knowledge and facilitate seminar discussions.

Seminar discussions will complement, reinforce, and stimulate student learning as they pursue the broad problems of national and international affairs and the military as an art and science. Faculty members often may divide a seminar into subgroups for more detailed discussions of complex issues and requirements. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

## *Assessment Policies*

### *Assessment*

Assessment of student academic performance is an integral part of the USAWC learning experience. These assessments help faculty and students gauge a student's academic progress. Faculty provide verbal and written feedback in the spirit of mentoring, which is intended to help students focus on professional growth and stimulate a lifetime of continuous learning. Assessments reinforce good performance and suggest ways to refine academic or related professional development.

Faculty assess student learning against course-specific and institutional learning objectives and against desired learning objectives and standards. USAWC assessment philosophy focuses on individual attainment of learning objectives and standards, not on comparison among students. The USAWC uses the following assessment system:

- Outstanding (5)
- Exceeds standards (4)
- Meets standards (3)
- Needs improvement (2)
- Fails to meet standards (1)

As a general rule, resident students must meet or exceed the standards for every evaluated requirement to graduate. If a student receives an overall grade of "needs improvement" or "fails to meet standards" on a given requirement, the student will be required to revise and improve the work, in consultation with the appropriate faculty member, until standards are adequately met or continued effort is no longer feasible. Failure to complete a requirement or to achieve an overall "meets standards" on a requirement may preclude graduation.

Elements considered in assessing student work include participation in the seminar (a mark of preparation) and written and oral work. Specific outputs are determined by the nature of the course and by standard expectations for work in graduate programs. As a graduate-level institution, the USAWC places a premium on individual thought, analysis, synthesis, and assessment. Originality of thought, whether in oral or written work, is expected of all students.

Written work is a widely accepted measure of learning in graduate education, and course authors and faculty seek ways to incorporate writing assignments into each course. Regardless of the nature or form of product(s) for a course, students are expected to conform to: (1) the nature of the material and the learning objectives for the course, and (2) standard practices in graduate education. Details of the assessment system, philosophy, and methodology may be found in Carlisle Barracks Memorandum 623-1.

### ***Credit Hour Computation***

<b>Resident Course:</b>		<b>Distance Education Program:</b>	
-Course 1:	3	12 Courses X 3:	36
-Course 2:	6		
-Course 3:	3	Defense Strategy Course	3
-Course 4:	6		
-RSA:	3		
-7 Electives X 2 credit hours:	<u>14</u>		
	35		

### ***Grievance Procedures***

In the absence of compelling reasons, such as error or bad faith, the assessment determined by the instructor of record is to be considered final. A student who believes an appropriate assessment has not been made should follow the procedures set forth in Carlisle Barracks Memorandum 623-1. The student must initiate the appeal within two weeks following the posting of the course assessment.

### ***Faculty Advising and Feedback***

Performance feedback is detailed, personalized, and confidential. Informal oral feedback on time-sensitive information will be provided on a regular basis. Continuous dialogue between students and faculty fosters rapport and mutual respect. Faculty instructors meet with students during core or elective courses for informal feedback sessions if academic progress appears to be below acceptable standards. Formal feedback sessions between students and their faculty advisers occur within the first 60 days of school, prior to winter recess, prior to spring recess and during the last 30 days of school. These sessions provide an opportunity for students to review their goals and objectives (learning plans) and academic progress to date. Faculty advisers discuss Student Assessment Reports provided by other faculty members to assist in assessing students' strengths and weaknesses. These reports, completed at the end of each course, are an essential element in the feedback process. They augment the faculty adviser's observations, and provide the basis for counseling and guidance.



At the end of the academic year, faculty advisers prepare an Academic Evaluation Report (or equivalent) for each student. This is the only USAWC document that goes into a student's official personnel file. Advisers prepare the draft Academic Evaluation Report in time for discussion at their last formal feedback session with students. After that session, the reports are submitted through channels.

Students have access to their academic files at any time. Electronic files are accessed through the USAWC Intranet, by logging on to the Student Tracking System. To view the paper academic folder, a student should request an appointment with the Registrar, who maintains all academic files.

### *Part III. Academic Program*



## *The Army and Lifelong Learning*

### *Pre-MEL-1*

#### *Basic Strategic Art Program (BSAP)*

The purpose of this course is to provide officers newly designated into the Strategic Plans and Policy Functional Area 59 (FA59) an introduction to strategy and to the unique skills, knowledge, and attributes needed as a foundation for their progressive development as Army strategists. This program will provide the basic qualification course for FA59 and form part of the intermediate level education for these officers. The Department of Military Strategy, Planning, and Operations has the lead for BSAP, but the Department of National Security Strategy, and the Department of Command, Leadership and Management will contribute faculty and program support. The program should take advantage of additional academic opportunities available during the college year when appropriate.

#### *Reserve Component National Security Issues Seminar*

The USAWC conducts the Reserve Component National Security Issues Seminar annually in Washington, D.C. for field grade officers from the National Guard and Army Reserve. The seminar acquaints roughly 50 Reserve Component field grade officers with contemporary national security issues, current military strategy, and the process of national security decisionmaking.

#### *Defense Strategy Course*

The Defense Strategy Course is a six-month on line distance education course that is offered twice each year. Fifty active duty, twenty-five U.S. Army Reserve and twenty-five Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States in a complex and changing environment.

## ***MEL-1***

Students attend the USAWC only after extensive and highly successful performance at the direct and organizational levels of leadership. A small number may have worked within the strategic arena, but most will not have extensively practiced leadership at the strategic level. For most of our students, therefore, the strategic level of leadership will be a new, unfamiliar environment that is much less structured and certain than the conditions they have previously experienced. Students, however, will have demonstrated the potential for successful future service within the strategic arena.

Successful performance in this new realm will require students to break some old habits, hone existing critical skills, and develop new competencies. To succeed in the strategic environment will require these future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy. Grounded in Elihu Root's great problems of responsible command -- national defense, and military art and science -- the curriculum emphasizes the process by which the United States formulates National Military Strategy and the factors essential to develop and refine military strategy in an increasingly volatile, uncertain, complex, ambiguous, and interdependent post-Cold War world.

Both the resident and distance education programs adhere to this paradigm, although the delivery systems are different. The resident program is a ten-month course of study, while the distance education program is taught over two years and includes two 2-week-long resident courses. Both programs comply with the Chairman, Joint Chiefs of Staff Officer Professional Military Education Program, adhere to Army training and education guidance, and seek to accomplish the same institutional learning objectives.

## ***Post-MEL-1***

### ***Adjutants General National Security Seminar***

The Adjutants General National Security Seminar is an opportunity for the 54 state Adjutants General and Deputy Adjutants General to come to Carlisle Barracks annually for one week during the resident academic year. In addition to updates on national security issues, participants exchange ideas with the resident class on issues affecting the Army and may provide USAWC students with insights regarding issues confronting the senior leadership of the National Guard.

### ***Senior Reserve Component Officer Course***

The Senior Reserve Component Officer Course brings 40 general and flag officers of the 7 Reserve Components to Carlisle Barracks for 1 week during the resident program. Fully integrated with the resident class, these officers have ample opportunities to exchange ideas with the resident class on issues affecting the Army. In return, attendees provide valuable insights to all resident course students concerning the challenges and capabilities of the Reserve Components.

### *Joint Flag Officers Warfighting Course*

The Joint Flag Officers Warfighting Course (JFOWC) is a 2-week senior officer course taught at Maxwell AFB, Alabama, designed to educate future Division, Battle Group, Marine Expeditionary Force, and Wing commanders on joint warfighting. Established by the four Service Chiefs, focus is at the theater strategic and Joint Task Force levels of operations. The course familiarizes students with theater campaign planning, joint crisis action planning, Interagency processes and DoD interface, theater command and control architecture, joint intelligence and information systems, space operations, strategic deployment, and joint logistics. Included in the course is a campaign and a crisis action planning exercise in which the students, as part of a planning group, develop plans and brief them to senior general and flag officers.

### *Joint Forces Land Component Commander Course (JFLCC)*

The Joint Forces Land Component Commander Course will focus on preparing flag-level officers to function effectively as Land Component Commanders. Functioning in the joint, combined/multinational, and interagency environment, these commanders will prepare themselves to formulate, prepare for and execute land-centric operations which provide Combatant Commanders the capabilities to achieve rapid, decisive, and sustained land dominance that is critical to effective national policy accomplishment. Under the direction of a senior mentor team (two GENs or LTGs (retired) who have served as a Combined Joint Forces Land Component Commander), this seminar-based course challenges senior officers to examine the key elements of forming and executing functional land component commands at the theater/operational levels in support of the Joint Force Commander, and in conjunction with Combined Joint Forces Air Component Commander, Combined Joint Forces Maritime Component Commander, and Combined Joint Forces Special Operations Commander component commands. The course will also explore the challenges of conducting sustained land dominance operations in an interagency and multinational (non-governmental and international organizational) environment. Included is a rigorous exercise, which will challenge the attendees to develop solutions and issue guidance essential to deploying, forming, controlling, protecting, sustaining, and operating a combined and/or joint land command at the theater/operational level of war.

### *The U.S. Army War College*

The USAWC prepares students to assume strategic leadership responsibilities. Upon program completion, many graduates begin operating in the national strategic or theater strategic environment – either directly or as advisers to the senior leadership of the Armed Forces, the Department of Defense, other governmental agencies, or in foreign militaries. A select number of graduates eventually will assume the most senior leadership positions within their organizations, leading them at the strategic level.

## *USAWC Institutional Learning Objectives*

To accomplish its mission, the USAWC offers resident and distance education curricula based on national defense, military science, and responsible command that prepare graduates for a broad range of duties. The USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic level leadership and apply competencies required by strategic leaders.
- Analyze the strategic environment and apply a strategic thought process to the challenges and opportunities confronting U.S. interests in the 21<sup>st</sup> Century.
- Synthesize strategic thought, theory and history and apply to U.S. national security process.
- Evaluate DoD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships, including Army contributions to the nation in peace and war.
- Evaluate the role of landpower in joint, interagency, and multinational operations.
- Synthesize theater strategies, estimates, and campaign plans to employ military power in a unified, joint, multinational and interagency environment.
- Synthesize critical elements, enablers, and processes that define the strategic environment in peace and war.
- Study and confer on the American military profession and guide its future direction.

The USAWC's responsibility is to produce graduates who understand how to operate in strategic security environments, who can deal effectively with complex, unstructured problems involving national security, and who are prepared to make sound decisions or render sound advice when the application of military force is being considered as a policy option. The USAWC experience completes the formal military education of those officers selected to attend the Resident Education Program or the Distance Education Program.

## *Educational Philosophy*

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decisionmaking, and conflict analysis. The core curriculum offers a foundation of knowledge upon which later electives build and emphasizes the application of critical thinking skills to course content. The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

The central academic focus is the U.S. National Military Strategy. Graduates are expected to understand the linkages between this strategy and the other elements of power at the national level and with the planning and conducting of warfare at the theater level. Specifically, students must understand the National Military Strategy in the larger context of National Security Strategy: how the National Security Strategy is formulated and how all of the elements of national power – military, economic, diplomatic, and informational – are integrated.

The USAWC experience, therefore, is designed to nurture the student's growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contributions USAWC graduates will make during the remainder of their careers.

## *Themes*

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year. Themes fall into two groups: enduring and special.

## *Enduring Themes*

The challenge Elihu Root posed to the Army at the founding of the USAWC: “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command,” provides the underpinnings for enduring themes within the USAWC curriculum. These themes—ethics, history, human dimensions of strategic leadership, jointness, and strategic vision—give increased meaning to the study of strategy and the national defense; military art and science; and command, leadership, and management. They stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

***Ethics.*** Military leaders are entrusted with the special trust and confidence of the American people to provide for the national defense. We are responsible to those we defend and to those we lead. Because of the power inherent in the military, the fundamental values of our Nation and our profession must influence all our decisions. History reminds us that senior military leaders must understand and apply the highest ethical standards to the military profession.

***History.*** History provides the context that helps us understand the origins of modern military institutions and doctrine. History also provides a broader perspective on the basic issues of national security and military strategy, and can offer clearer insight into the human dimension of war. Understanding of the past also affords insight and guidance for the future. At its best, the study of history helps students develop understanding, a base of knowledge, and the confidence to render effective judgments. When combined with conceptual, critical, creative, and visionary thinking, this sense of history culminates in highly effective strategic thinking. Instilling a sense of historical mindedness in our students is a major goal of the USAWC.

***Human Dimensions of Strategic Leadership.*** The Army has long recognized that regardless of current doctrine and technology, wars are fought by men and women operating under conditions of extreme stress and uncertainty. As such, it is critical that strategic leaders have a deep understanding—derived from a study of history and behavioral sciences—of the complexity of human behavior under such conditions. Equally important, strategic leaders must get the best ideas and viewpoints from all stakeholders if they are to make high-quality decisions that achieve high acceptability among the diverse groups that make up our changing Army and country. Lastly, strategic leaders must thoroughly understand the culture of the organizations they lead, how to influence that culture, and how to build healthy, resilient, learning organizations that are equal to the challenges ahead. The successful strategic leader will be one who melds all aspects of the human dimension into the practice of the strategic art.



***Jointness.*** Jointness refers to the mutual support and doctrinal understanding that must exist within all military services. Jointness is a state of mind as well as a statement of fact. It predisposes those who share its goals to emphasize the unique capabilities of the Nation's military services in planning and operations that are by design, from beginning to end, synergistic, cooperative, and interdependent.

***Strategic Vision.*** Strategic vision is an essential element of political, corporate, and military leadership. It directs and shapes the forces and trends that affect us individually and organizationally. By defining a desired end state and then communicating that vision to subordinates, leaders at all levels can shape and manage change toward a desired end. Leaders who have most successfully guided the destinies of people and organizations have understood and communicated the power of strategic vision.

## ***Special Themes***

Derived from important contemporary issues, special themes represent the types of challenges that await USAWC graduates. Themes are integrated into seminar discussions to allow the institution and students to explore challenges and objectives established for the Army by the Chief of Staff and other external sources. Special themes highlight emerging concepts of doctrine, policy, and management, and they help to focus and strengthen seminar discussions of current events and issues. The Commandant's Lecture Series will focus on in-depth exploration of the special theme. The special theme for AY05 is:

### ***Officership and the Professional Military Ethic.***

One of the conclusions of the Army's Training and Leader Development Panel (Officer) documented that the Army's service ethic and concepts of officership are not well-understood or clearly defined. All officers, regardless of service or branch play a unique and crucial role in supporting and defending the Constitution of the United States. A shared professional self-concept that recognizes that officers must embrace four identities: warrior, leader of character, member of a profession and servant to nation, provide the lens through which officers understand who they are; why they serve. These four identities positively shape the professional military ethic. This theme recognizes that military strategic leaders have an indispensable role as members, leaders, and stewards of the profession of arms. Strategic leaders must be cognizant of their role in the long term health of the profession in addition to short term mission accomplishment. During academic year 2005, the U.S. Army War College will consider the various aspects of the professional military ethic through the concept of officership.

## *USAWC Departments, Centers and Institutes*

### *Department of Command, Leadership, and Management*

The Department of Command, Leadership, and Management provides seminar teaching in two of the four core curriculum courses of the resident program and offers electives in the areas of responsible command, leadership, and management. The first core area focuses on strategic leadership. Students clarify personal and professional goals through a reassessment of preferences, values, strengths, leadership behavior, and an understanding of adult learning. Individual skills taught include negotiations, group dynamics, and creative and critical thinking. Students also examine Army leadership doctrine and strategic leadership competencies. Subsequently, students study the complexities of high-level command that are studied to reinforce the importance of ethical decisionmaking and establishing an ethical climate.

The second area of core instruction focuses on the decision and resourcing systems of the Department of Defense, the Joint Chiefs of Staff, and the Department of the Army. This course requires a mastery of defense, joint, and Army processes and systems in order to properly develop the landpower component of the National Military Strategy in both current and future settings. This course builds on earlier material and requires students to analyze, evaluate, and formulate landpower resourcing and force structure issues and responses. The course provides students the opportunity to learn in depth how landpower units are designed, resourced, and provided to the Combatant Commanders. The course also examines how the Department of Defense allocates its resources and participates in the federal budgetary processes.

### *Department of National Security and Strategy*

The Department of National Security and Strategy is responsible for the national defense portion of the core curriculum and electives, the Military History Program, regional studies, National Security Seminar Week, the New York City Trip, and the Current Affairs Panel. The department focuses on U.S. national security policy and strategy and the process and principles by which strategy is formulated. Key topics include the nature and theory of war; the elements of national power, the components, processes, and primary actors in U.S. national security policy; the strategic thought process; the components of the U.S. national security strategy and national military strategy; the impact of the international environment on U.S. national security interests; regional strategic appraisals; and U.S. foreign policy in key regions around the world. The department conducts two special academic programs, The Eisenhower Series College Program and The National Security Policy Program (NSPP).

### *Department of Military Strategy, Planning, and Operations*

The Department of Military Strategy, Planning, and Operations plans, develops, and conducts instruction in the core curriculum on the implementation of national military strategy. The department conducts two special academic programs--Warfighting Studies Program (WSP) and the Advanced Strategic Art Program (ASAP), along with its warfighting electives and tracks. The core curriculum focuses on theater strategic warfare and the Combatant Commands. Using the National Security Strategy and National Military Strategy, the department examines and applies joint doctrine in planning and conducting unified, joint, multinational, and interagency operations, including the process by which the National Military Strategy is translated into theater strategies and joint operation plans, including campaign plans. Instruction emphasizes warfighting authorities, roles, missions, functions, and relationships in all types of operations; the Unified Command Plan; joint deliberate and crisis action planning; interagency coordination; organizing, training, and sustaining joint task forces; theater organization, command and control; military operations other than war; campaign design; conflict termination and post-conflict activities; and the future of warfare. The core curriculum includes a practical exercise that allows students to apply what they have learned.

### *Department of Distance Education*

The Department of Distance Education provides instruction through nonresident and resident models that, like the resident course, prepares its graduates for strategic leadership positions in respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams—one under a First Year Studies Director, the other under the Second Year Studies Director. More than 500 students chosen from both the active and reserve components enroll in the program each July. These students participate in a two-year Distance Education Program, which includes two 2-week summer resident phases at the USAWC.

### *Strategic Studies Institute*

Strategic Studies Institute constitutes the principal Research faculty and is responsible for the Research and Publication function of the U.S. Army War College.

SSI is a versatile, dynamic organization that:

- identifies international security issues likely to affect the United States, its friends, and potential adversaries;
- analyzes national security issues and, through the timely publication of studies and conduct of conferences, informs the U.S. Army as well as national leadership of policy options;

- provides the U.S. Army with a source of ideas, criticism, innovative approaches, and independent analyses;
- exposes external audiences to the U.S. Army's contributions to the Nation, and
- provides studies and analyses to support and supplement the U.S. Army War College curriculum.

SSI prepares studies and analyses which consider:

- the nature of land warfare;
- strategy, planning and policy for joint and combined employment of military forces;
- the concepts, philosophy and theory of strategy;
- matters affecting the Army's future; and
- other issues of importance to the leadership of the U.S. Army.

In fulfilling this mission, Institute research is concentrated in several functional areas:

- land power;
- the strategic environment (threats/interests/regional security issues);
- national security strategy and national military strategy;
- strategic planning; and
- futures--concentrating on the role of the U.S. Army in the world's strategic environment 10 (Army XXI) to 30 years hence.

In addition, the Strategic Studies Institute is responsible for conducting research and for teaching the Transforming the Army elective. The elective prepares selected graduates for positions influencing the development of the future Army.

While the work of the Institute is conducted independently of the curriculum of the USAWC, there is considerable overlap in teaching and research between the two organizations. Military officers and civilian professionals assigned to the Strategic Studies Institute constitute a significant source of expert knowledge as part of the USAWC faculty.

Selected USAWC students with particular expertise sometimes cooperate with SSI researchers in the wide variety of studies and analyses undertaken by the Institute. Accordingly, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army.

### *Center for Strategic Leadership*

The Center for Strategic Leadership, located in Collins Hall, serves as an education center and high technology laboratory focused on the Army's decisionmaking process. It works at the interagency, strategic, and operational level in support of the Army's Senior Leadership, the USAWC, Combatant Commanders, Joint Staff, and Interagency participants. The Center is responsible for the conduct of the Strategic Crisis Exercise, provides support to the curriculum, and prepares and teaches elective courses. The Center for Strategic Leadership conducts wargaming at the strategic and operational levels for senior Army leaders, Combatant Commanders, and other U.S. Government agencies. It uses wargaming to help explore alternatives, provide insights, identify issues for research and analysis, generate discussions of national security matters, and practice decisionmaking under a variety of situations. The Center operates a Global Command and Control System (GCCS) facility in support of the USAWC. The Center for Strategic Leadership is comprised of five divisions: the Operations and Gaming Division, the Science and Technology Division, the Peacekeeping and Stability Operations Institute, the Strategic Experiential Education Group, and the Management and Logistics Division.

### *Army Heritage and Education Center*

The Army Heritage and Education Center (AHEC) is a new organization to Carlisle Barracks. The AHEC will combine the Army's Military History Institute (MHI), the future Army Heritage Museum with its conservation and restoration facility, and an education center. It will be located on a 55-acre tract of land donated by Cumberland County and located adjacent to the post golf course.

The Secretary of the Army authorized the project in 1999, and the current Secretary of the Army reaffirmed the Army's commitment to the project in October 2001. Funding for the MHI facility was included in the Army's 2001 Military Construction Appropriation. Construction began in May 2002 with occupancy scheduled for spring of 2004. The museum and the education center will be funded through private donations and grants. Until the move begins to the new facility, all AHEC operations, mostly concerning MHI, will be conducted from its current location in Upton Hall.

## *The U.S. Army Military History Institute*

The U.S. Army Military History Institute (MHI) is the Army's central repository for materials related to the history of the U.S. Army. The Institute's mission is to preserve the Army's history and ensure access to historical research materials. It collects, organizes, preserves, and makes available source materials on American military history to the defense community, researchers and scholars, and the general public. It is the Army's largest repository of original documents, letters, publications, maps and photographs, and is a nationally recognized academic research facility. Its archives include books, periodicals, photos, manuscripts (diaries, letters, memoirs), military publications, manuals, maps and oral histories. The new facility for MHI will be a 66,000 square foot, state-of-the-art facility.

MHI's current holdings include over 295,000 books, 300,000 authority publications (regulations, doctrinal and technical manuals), over 60,000 bound volumes of military related periodicals, 1.2 million photographs, and more than 9,000,000 personal papers and documents. Historical materials from throughout the Army continue to flow to MHI. Particularly noteworthy are MHI's collections of personal papers, which document the service of many distinguished soldiers. These sources provide an intimate and unique glimpse into the history of the Army. For many general officers of the recent period, the Institute has in its holdings, not only their papers, but also their recollections and reflections recorded as a component of the Army's Oral History Program which the Institute administers and selected Army War College students support.

MHI supports several USAWC programs to include the Military History Program, the Communicative Arts, the Senior Officer Oral History Program, and Division Command Lessons Learned Program. For student research, the archives contain a superb collection of the personal papers and oral history transcripts of senior officers, junior officers, noncommissioned officers, and soldiers (7 million items in total). The MHI staff provides expert research assistance and historical consultation and has prepared more than 11,000 bibliographies on numerous military and military related subjects. Throughout the USAWC academic year (September through May), MHI hosts a monthly evening public lecture series, "Perspectives in Military History," on the historical dimensions of the exercise of generalship and strategic leadership. MHI also sponsors the Harold Keith Johnson Visiting Professor of Military History, a visiting scholar who serves as a senior faculty specialist and adviser in military history.

## *Other AHEC Facilities*

The 50,000 square foot Education Center will be the hub of the complex, and will provide a general orientation area for the AHEC. It will display promotional exhibits for other area museums and attractions, as well as include a lecture hall and conference facilities, classrooms and reading rooms, auditorium and research and administrative areas.

The Center's education programs will include both in-house and outreach programs of national scope. Distance learning and research capabilities will be at the core of the education programs offered, including online access to some MHI records, photos and finding guides to military genealogy.

The Army Heritage Museum became an official part of the Army Museum System in September 2000 upon approval by the Army's Center for Military History and following a request by the Commandant of the U.S. Army War College to establish the museum at Carlisle Barracks. For nearly two years, employees from the Pennsylvania Historical and Museum Commission, under contract to the U.S. Army, have been developing the story lines and exhibit master plan for the museum. The museum's support facility will house conservation and restoration laboratories for photography, paper and books. The AHEC will have the responsibility to maintain and restore paper, photographs and books for the entire Army museum system and for all historical holdings.

The Army Heritage and Education Center is an exciting new program and organization that will provide tremendous service to the students at the Army War College and the American public as a whole.

### ***U.S. Army Physical Fitness Research Institute***

The Army Physical Fitness Research Institute (APFRI) conducts applied research and intervention aimed at reducing cardiovascular disease and improving and sustaining the total fitness of the Army's population over age 40. The Institute provides world class health and fitness assessments for USAWC personnel using state-of-the-art techniques. Through its elective course and sponsorship of Health Day and other events, APFRI educates students on health and fitness issues of strategic importance, as well as on the strategic leadership responsibilities inherent in sustaining the physical and mental readiness of the force. Executive wellness programs dealing with topics such as strength training, injury prevention, nutrition, weight control, blood pressure, and stress management are also offered. In collaboration with other scientists and health care professionals, APFRI generates publications, presentations, websites, and other products based on its own research and the latest scientific findings in the fields of health and fitness. The Institute also maintains a variety of programs for spouses and staff members.

## ***Resident Education Program***

### ***Resident Curriculum Model***

The academic year consists of approximately 200 academic days divided into 3 terms as displayed on pages 36-48. Courses 1 through 4, the Regional Strategic Appraisals, the Strategic Crisis Exercise, the Strategy Research Project, and the National Security Seminar together constitute the “core” curriculum. All USAWC resident students participate in the carefully sequenced and functionally related courses in the core curriculum, each of which builds on and integrates material from earlier work.

Term II consists of three electives, the Regional Strategic Appraisals (considered another elective for scheduling purposes), and the Strategic Crisis Exercise, which takes place during the final two weeks of the term. Term III begins in April and consists of four electives. The National Security Seminar Week takes place during the final academic week of the year. There is some unscheduled time during Terms I, II, and III which students can fill with Special and Complementary Programs, which are listed on the following charts.



# RESIDENT CURRICULUM -

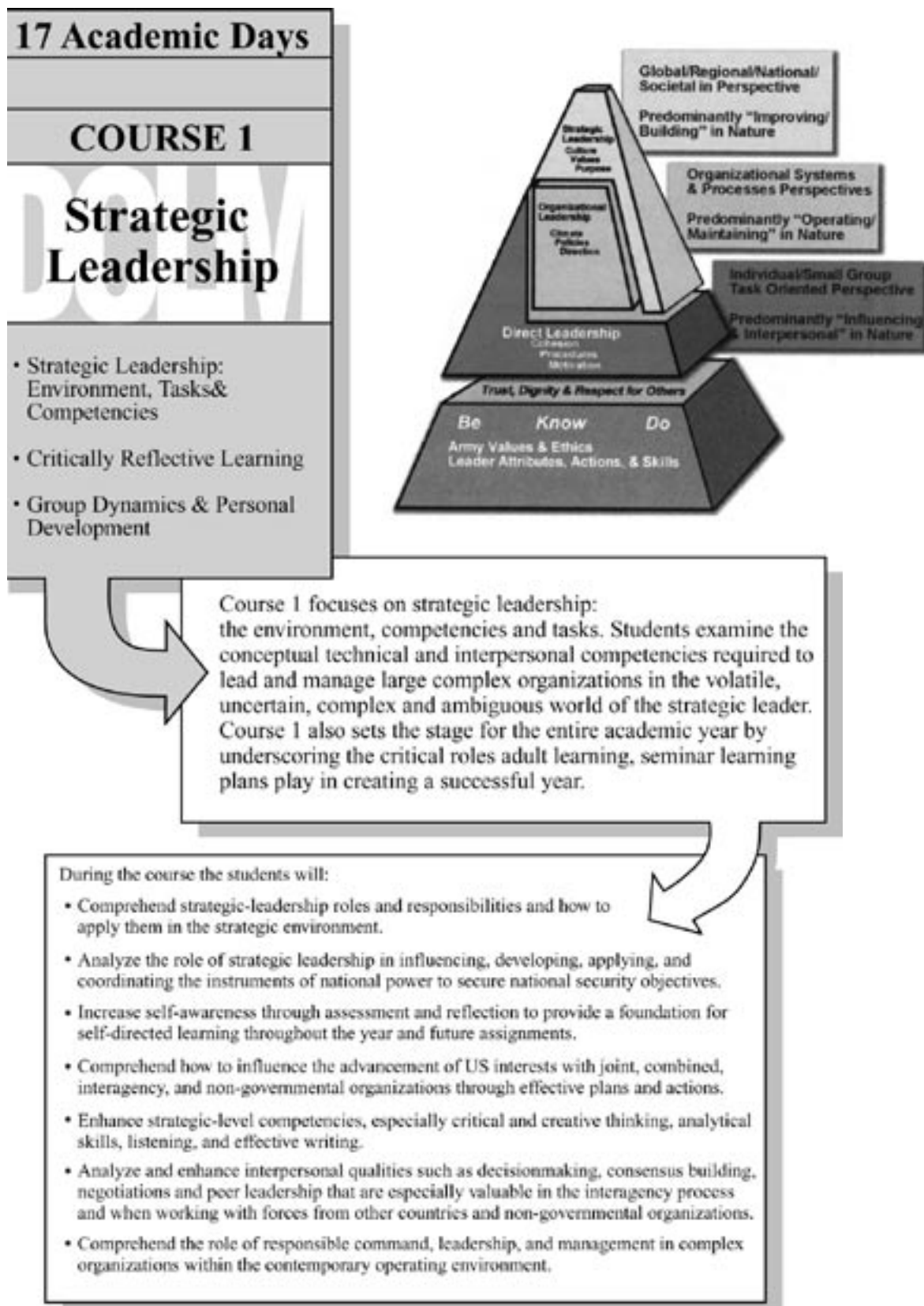
TERM I (110 Academic Days)				
ACADEMIC DAYS	17	39	19	35
COURSES	COURSE 1	COURSE 2	COURSE 3	COURSE 4
LEAD	DCLM	DNSS	DCLM	DMSPO
TITLE	STRATEGIC LEADERSHIP	WAR, NATIONAL SECURITY POLICY & STRATEGY	JOINT PROCESSES AND LANDPOWER DEVELOPMENT	IMPLEMENTING NATIONAL MILITARY STRATEGY
MAJOR TOPICS	<ul style="list-style-type: none"> <li>● STRATEGIC LEADERSHIP: ENVIRONMENT, TASKS, AND COMPETENCIES</li> <li>● CRITICALLY REFLECTIVE LEARNING</li> <li>● GROUP DYNAMICS AND PERSONAL DEVELOPMENT</li> </ul>	<ul style="list-style-type: none"> <li>● WAR, NATIONAL SECURITY POLICY &amp; STRATEGY</li> <li>● NATIONAL SECURITY POLICY &amp; DECISIONMAKING</li> <li>● SOURCES AND EVOLUTION OF STRATEGY</li> <li>● CURRENT &amp; FUTURE STRATEGY AND DEFENSE ISSUES</li> </ul>	<ul style="list-style-type: none"> <li>● DEVELOPING THE LANDPOWER COMPONENT OF NATIONAL MILITARY STRATEGY</li> <li>● RESOURCING NATIONAL MILITARY REQUIREMENTS</li> <li>● ORGANIZATION AND PROCESSES OF DoD AND THE MILITARY DEPARTMENTS</li> </ul>	<ul style="list-style-type: none"> <li>● STRATEGIC PLANNING</li> <li>● CAMPAIGN PLANNING</li> <li>● JOINT FORCES &amp; DOCTRINE</li> <li>● JOINT/COMBINED WARFARE</li> <li>● MILITARY OPERATIONS OTHER THAN WAR</li> </ul>
STRATEGY RESEARCH PROJECT (SRP)				
OTHER KEY ACADEMIC EVENTS	<div> <div>AUG</div> <div>Active Listening Professional Reading</div> <div>COMMUNICATIVE ARTS PROGRAM</div> </div> <div> <div>AUG</div> <div>Commandant's Lecture Series Warfighting Studies Program</div> <div>SPECIAL PROGRAMS</div> </div> <div> <div>AUG</div> <div>Wellness Program Military History Program Military Family Program</div> <div>COMPLEMENTARY PROGRAMS</div> </div> <div> <div>Aug</div> <div>IF Wash DC Trip</div> </div> <div> <div>Sep</div> <div>Gettysburg Staff Ride</div> </div> <div> <div>Sep</div> <div>JFLCC</div> </div> <div> <div>Oct</div> <div>New York Trip</div> </div> <div> <div>Oct</div> <div>Adjutants General National Security Seminar</div> </div> <div> <div>Oct</div> <div>IF Fall Trip</div> </div> <div> <div>Nov</div> <div>Senior Reserve Component Officer Course</div> </div>			

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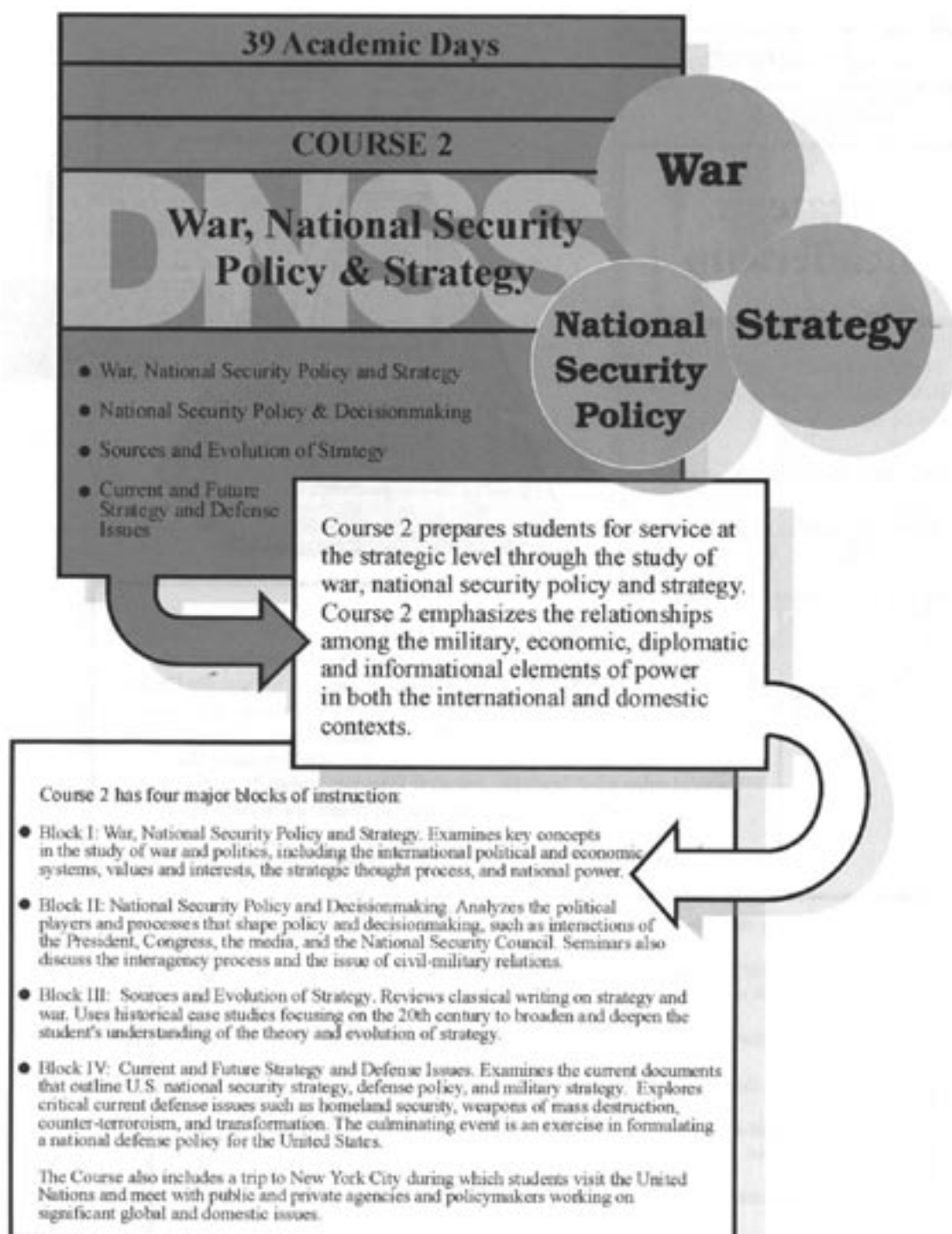
# ACADEMIC YEAR 2005

TERM II (44 Academic Days)			TERM III (44 Academic Days)		
34		10	39	5	1
REGIONAL STRATEGIC APPRAISAL		STRATEGIC CRISIS EXERCISE	ELECTIVES PROGRAM	DNSS	
DNSS		CSL	<ul style="list-style-type: none"> <li>● RESPONSIBLE COMMAND</li> <li>● WAR, NATIONAL POLICY &amp; STRATEGY</li> <li>● IMPLEMENTING NATIONAL MILITARY STRATEGY</li> <li>● STRATEGIC LEADERSHIP &amp; GAMING</li> <li>● COMMUNICATIVE ARTS</li> <li>● ORAL HISTORY</li> </ul>	NATIONAL SECURITY	GRADUATION
<ul style="list-style-type: none"> <li>● AFRICA</li> <li>● AMERICAS</li> <li>● ASIA</li> <li>● EUROPE</li> <li>● MIDDLE EAST</li> <li>● RUSSIA/EURASIA</li> </ul>	S	NATIONAL & THEATER STRATEGY APPLICATIONS			
ELECTIVES PROGRAM	P	<ul style="list-style-type: none"> <li>● JOINT CRISIS ACTION PLAN, POLICIES &amp; PROCEDURES</li> <li>● INTER-AGENCY OPERATIONS</li> <li>● FORCE ALLOCATION</li> <li>● JOINT CAMPAIGN PLANNING</li> <li>● MAJOR THEATER WARS</li> <li>● SMALLER SCALE CONTINGENCIES</li> </ul>			
<ul style="list-style-type: none"> <li>● RESPONSIBLE COMMAND</li> <li>● WAR, NATIONAL POLICY &amp; STRATEGY</li> <li>● IMPLEMENTING NATIONAL MILITARY STRATEGY</li> <li>● STRATEGIC LEADERSHIP &amp; GAMING</li> <li>● COMMUNICATIVE ARTS</li> <li>● ORAL HISTORY</li> </ul>	R				
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STRATEGY RESEARCH PROJECT (SRP)					
<ul style="list-style-type: none"> <li>• Persuasive Speaking</li> <li>• Effective Writing</li> </ul>			JUN		
<ul style="list-style-type: none"> <li>• Graduate Assistance Program</li> <li>• Advanced Strategic Art Program</li> </ul>			JUN		
<ul style="list-style-type: none"> <li>• Noontime Lectures</li> <li>• Student Athletic Program</li> <li>• Student Social Activities</li> </ul>			MAY		
Feb JFLCC		Apr JLASS	Apr Sports Day	May DC Trip	May/July JFLCC
		Apr Strategy Conference		Apr RCNSIS	IF Spring Trip

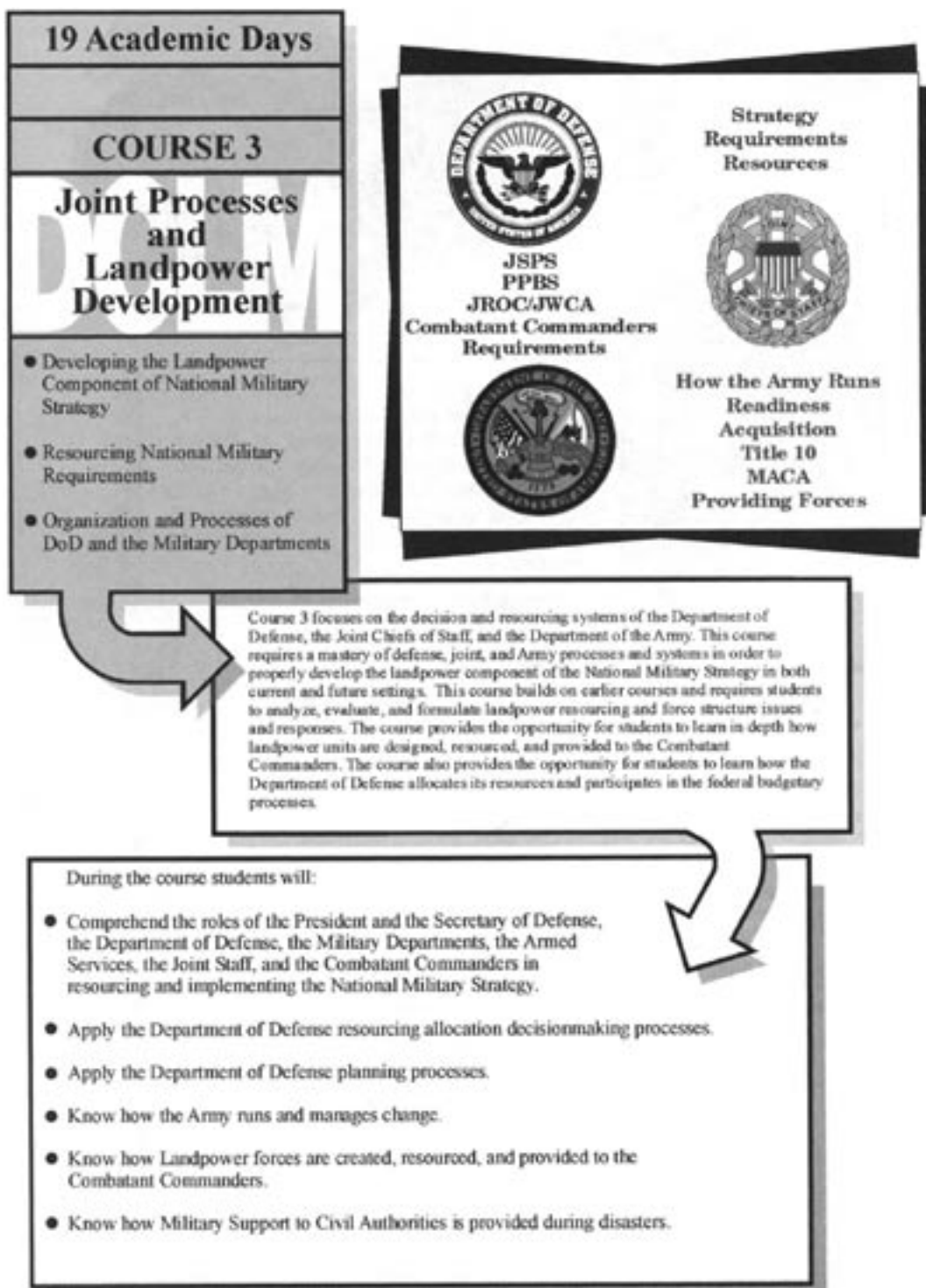
## *(Term I, Course 1 - Strategic Leadership)*



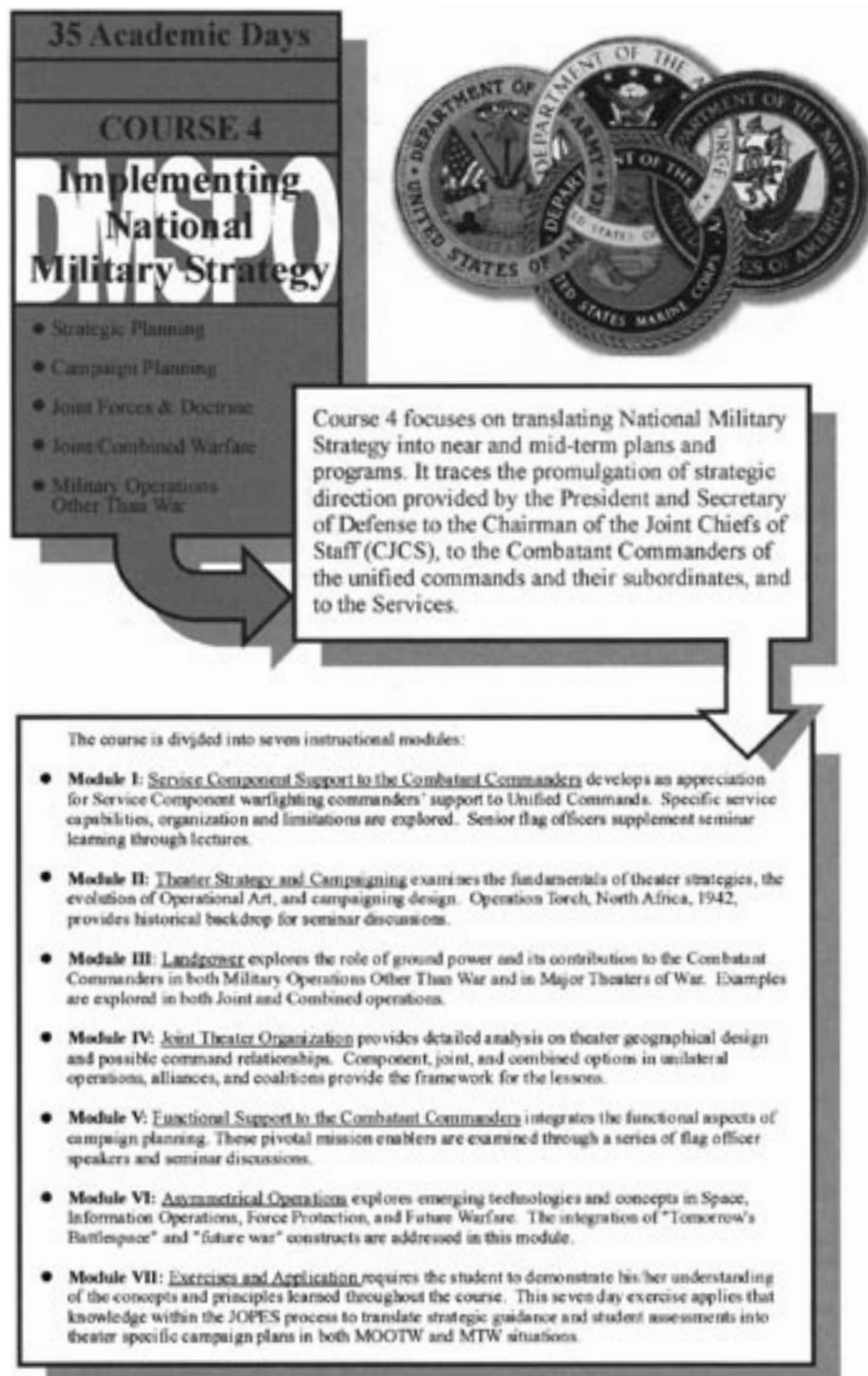
*(Term I, Course 2 - War, National Security Policy, and Strategy)*



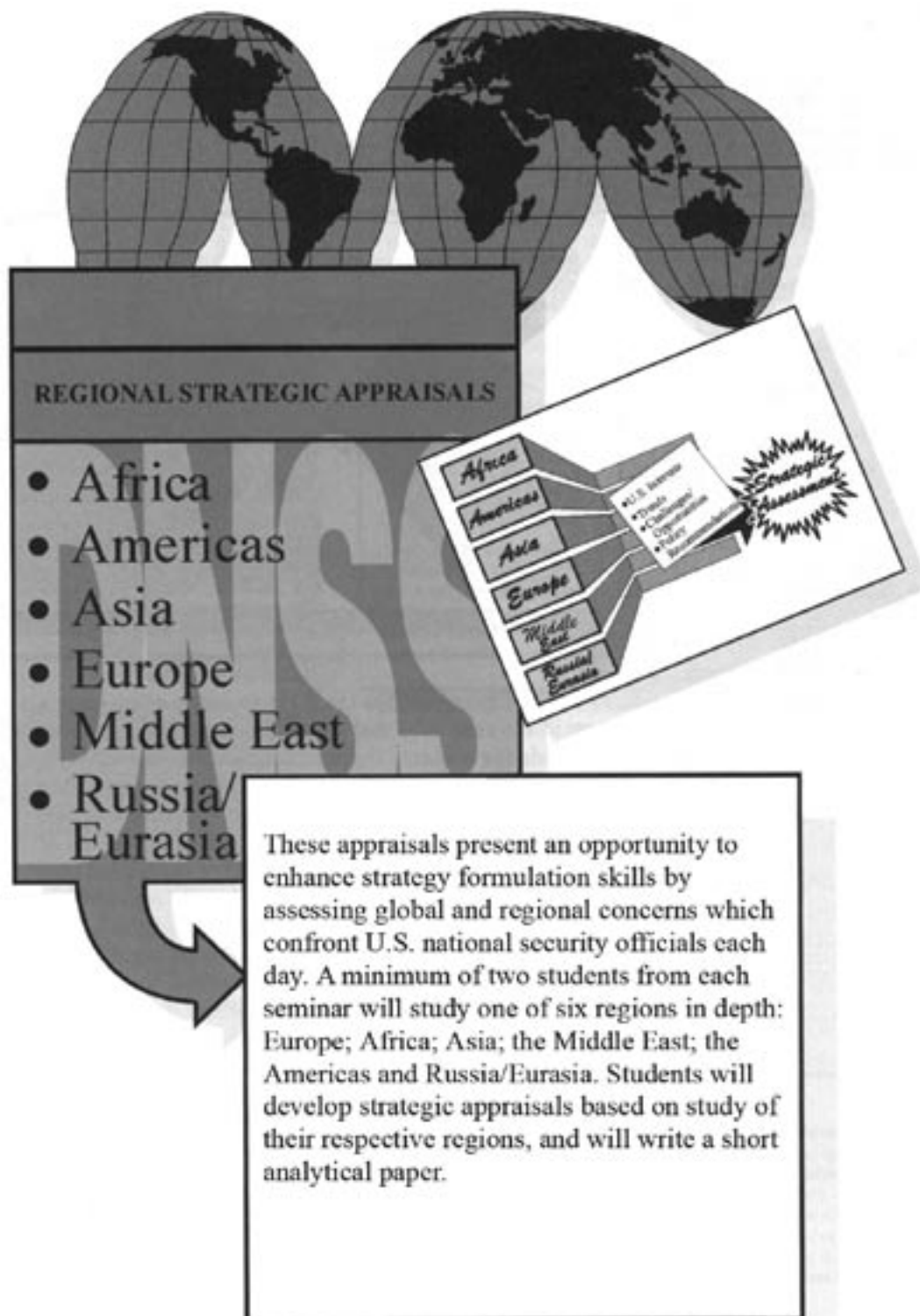
## *(Term I, Course 3 - Joint Processes and Landpower Development)*



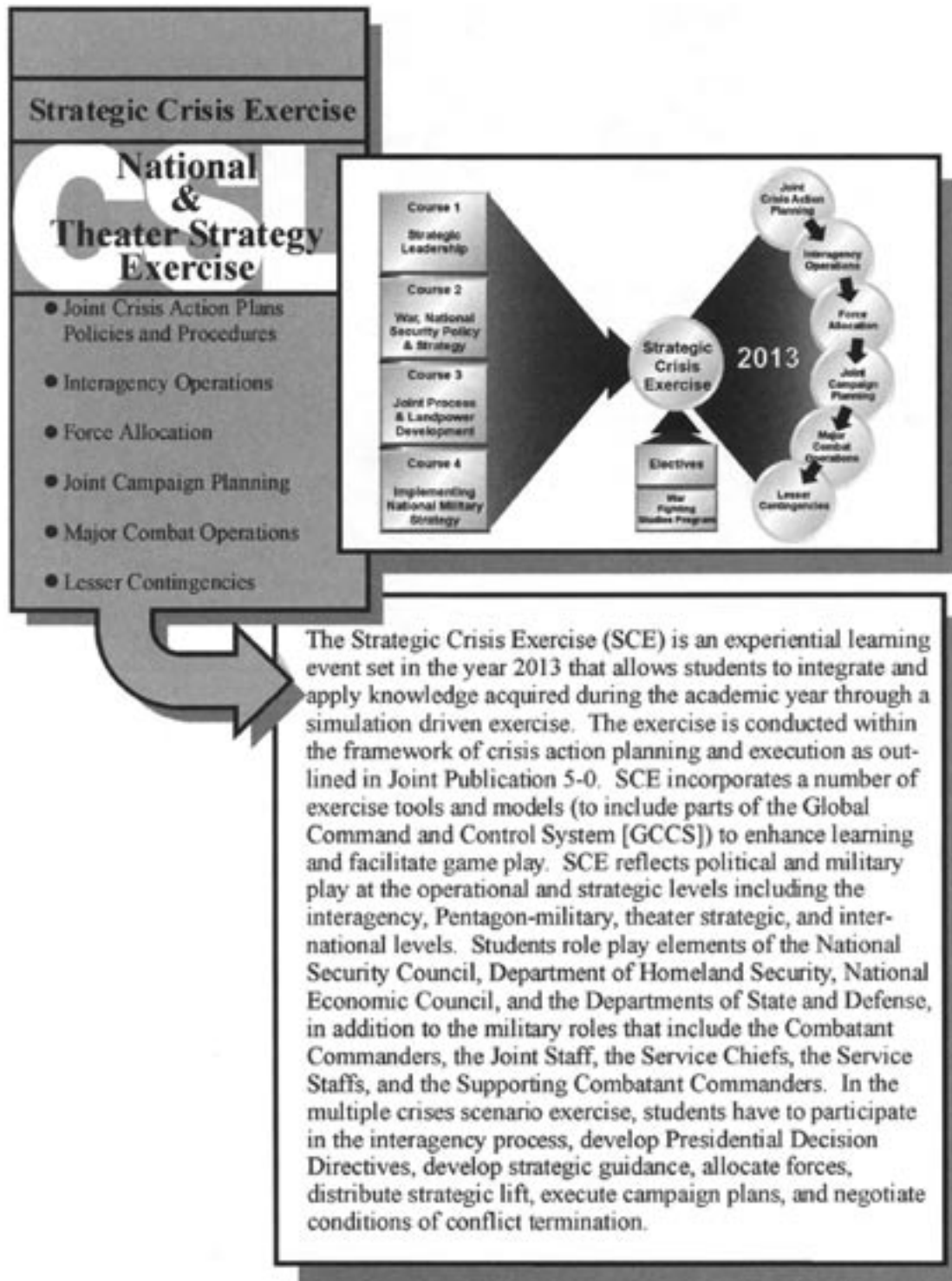
## *(Term I, Course 4 - Implementing National Military Strategy)*



## *(Term II, Regional Strategic Appraisals)*



## *(Term II, Strategic Crisis Exercise: National and Theater Strategy Applications)*





## ***Term II and III, Strategy Research Project & Electives***

An illustrative list of Elective offerings follows:

### ***Department of Command, Leadership and Management***

Executive Overview of Research, Development, and Acquisition Management  
Human Relations for Strategic Leaders  
Industrial Preparedness Issues  
Planning, Programming, and Budgeting System  
Joint Issues and Processes  
Strategic Logistics  
Force Management  
Medical Services - A Force Multiplier for Strategic Leaders  
Military Assistance to Civil Authorities  
Strategic Planning Management  
The Strategic Environment  
World Religions  
Classical Military Strategy: Readings in Thucydides' History of the Peloponnesian War  
Creative Thinking  
The Military Officer and the Media  
Health and Fitness Challenges of Future Military Operations  
Mobilization Management and Preparedness Issues  
Military Personnel Management  
Human Resources Management for Strategic Leaders  
Organizational Change  
Critical Thinking  
Readings on Strategic Leadership  
Omar Bradley Chair

### ***Department of National Security and Strategy***

Regional Strategic Appraisals (RSA):  
    Africa  
    The Middle East  
    Asia/Pacific  
    The Americas  
    Europe  
    Russia and Eurasia  
War in the Ancient World  
The European Campaign: From Breakout Through the Ardennes  
Men in Battle: The Human Dimensions of Warfare  
Strategic Change, Transformation, and Military Innovation  
The Economics of National Security  
Contemporary International Security Issues  
National Level Intelligence Activities  
Foreign Policy and the Media  
How to Negotiate: Strategy and Process  
Civil-Military Relations in Comparative Perspective

The Interagency Process from Peace to War  
The Elements of National Power  
Latin American Issues and Policy  
Middle East Issues and Policy: Arms Acquisition and Arms Control  
China's Strategic Potential  
Balkan Security  
Command and Strategy in the U.S. Civil War  
The Economics of National Security  
Congress and Military Policy  
War and Military Operations in Failed States  
War by Other Means: Political Violence and Terrorism  
The Law and Strategic Leaders

### ***Department of Military Strategy, Planning, and Operations***

The Army's Partners: Air Force, Navy and Marine Forces  
Expeditionary Warfare: Joint Operations  
SOF Operations  
Airpower and Modern Warfare  
Case Studies in Center of Gravity Determination  
Information Operations Doctrine, Organizations, and Planning  
Theater Air Operations and How the JFACC Works  
Campaign Analysis  
Sea Power: Naval Strategy and Operations  
Theater Intelligence Operations  
Advanced Strategic Art Program  
Warfighting Studies Program  
Joint Force Land Component Command Operations  
Theater Logistics  
Non-Lethal Weapons  
American Involvement in Vietnam  
Supply Chain Management

### ***Directorate of Academic Affairs***

Executive Public Speaking  
Writing for Publication  
Personal Experience Monograph  
Directed Studies

### ***Strategic Studies Institute***

Transforming the Army

## *Center for Strategic Leadership*

Strategic Crisis Action Planning  
Joint Land, Aerospace, and Sea Simulation (JLASS) War Game  
Environmental Security  
Information Warfare: National Policy Considerations  
The National Security Implications of Cyber Crime  
Management of Information  
Systems for Strategic Leaders  
Peace Operations Issues: Policy and Issues  
Logistics Issues for the 21st Century  
Weapons of Mass Destruction  
The Army Industrial Base  
Modeling and Simulation in the Department of Defense  
Strategic Planning  
Just War Analysis of U.S. Military Intervention  
Making Analysis Useful: A Primer for Senior Leaders  
Military Applications of Artificial Intelligence  
Joint Crisis Action Planning and Execution Across the Spectrum of Conflict  
Command and Control Warfare: The Doctrine and Strategic Systems  
Modern Aids to Planning  
Urban Operations in the 21st Century

## *Military History Institute*

Oral History Program

## *Advanced Strategic Art Program*

The Advanced Strategic Art Program offers selected military students an opportunity to immerse themselves in a concentrated study of warfighting. The program produces highly skilled and proficient theater strategists and joint campaign planners. This unique program provides the students with a solid intellectual foundation by using history, theory, and strategy to develop a rich professional perspective on joint theater operations. Exercises and simulations reinforce instruction to enhance students' skills in theater planning. Students also participate in several staff rides to gain a better appreciation of the challenges of campaign planning. The program begins in November and concludes in June prior to the National Security Seminar. Participating students are carefully screened and chosen by the Commandant. The intent of the Advanced Strategic Art Program is to place graduates in joint planning assignments on the staffs of the geographic Combatant Commanders following graduation.

## *The National Security Seminar*

The National Security Seminar, the last phase of the core curriculum, takes place in the final week at the USAWC. Students review, articulate, and refine the major national security issues facing the Army and the Nation with a number of civilian guests representing a cross-section of America. The guests bring a diversity of experience and points of view to the seminar discussions. Complementing the discussions are presentations by distinguished guests on a different theme each day. The National Security Seminar is the culmination of the academic year, providing a summation of national security issues, the challenge of dialogue with leading citizens, and the opportunity to hear firsthand thoughts on these matters from opinion leaders and members of our society alike.

## *Communicative Arts*

Communicative Arts is integrated across the curriculum to provide students with the opportunity to acquire, practice, and enhance their mastery of the advanced communicative skills expected of senior leaders at the strategic level. Listening, reading, speaking and writing requirements are integral to the curriculum.

- Listening is now the main way executives acquire knowledge. Executives spend up to 60 percent of their time listening, as it is their major means of receiving information on which to base decisions. Listening skills are reinforced throughout the curriculum as part of intellectual interaction and engagement in seminar. And where possible, core and elective courses include at least one formally evaluated oral presentation.
- Reading has always been a major way to acquire knowledge. Professional reading both enhances knowledge and encourages life-long learning. Students' exposure to various points of view aids in their critical thinking.
- Speaking clearly and persuasively is intrinsic to leading. Students are expected to deliver effective presentations, whether informally contributing to seminar learning or making a formal presentation. Each student completes at least one public speaking engagement before graduation. Speaking opportunities abound, as students are eagerly sought as speakers at local public, charitable, and patriotic events.
- Writing, which has long been recognized as the major means of developing clear thinking, is the primary evaluative instrument of student learning. Every core and elective course has at least one student writing requirement formally evaluated by faculty.

**Strategy Research Project.** The Strategy Research Project, which is a requirement for graduation, is addressed separately

- **Effective Writing Program.** A writing and language usage diagnostic, administered to students during the first week of classes, helps students assess their writing skills. Students who need to refine or improve their writing and language usage skills are given priority for participation in the Effective Writing sessions, but sessions also are open to students desiring to refresh their skills on a space available basis. The Effective Writing Program meets two hours each week from September through December. In addition to addressing writing techniques and language usage skills, the curriculum affords students the opportunity to explore the SRP process, to develop analytical techniques, and to use a variety of professional writing methods.

## ***Student Awards Program***

The USAWC Student Awards Program recognizes excellence in student research, writing and speaking. The program encourages students to conduct research, to write, and to speak about subjects within the interests of the military profession. All student Strategy Research Project papers are eligible to be nominated for research and writing awards; Personal Experience Monographs (PEMs) are eligible for a special writing award. Faculty project advisers recommend papers for consideration. To be eligible to be nominated for a research or a writing award, a paper must receive an evaluation of “Outstanding” or “Exceeds Standards” in all categories (organization, content, and style). Writing award winners are recognized at graduation.

***Distinction In Research.*** The Commandant’s Award for Distinction in Research may be bestowed on up to six papers in each graduating class. Papers submitted by students in the resident program, the distance education program, and the Senior Service College Fellows program are eligible for nomination for this award. Papers must reflect exceptionally thorough research and innovative analysis. Evaluation emphasis is given to the scope and depth of the research, evidence of the application of a rigorous methodology (argument, evidence, analysis), and the relevance of the topic to contemporary strategic challenges facing the military. Recipients of the award receive diplomas annotated to indicate the graduates have been recognized for distinction in research.

***Excellence In Writing.*** Papers receiving writing awards are selected for their relevance to important national security matters, on innovative content, on readability, and on quality of research and writing. All papers must exceed 6,000 words, with the exception of papers submitted for the CJCS award (see below). Project advisers nominate the best papers to be screened by their academic department and forwarded to a select

panel of judges for consideration. Several awards are reserved for papers addressing specific subject matter, so not all awards are bestowed each year. Award sponsors fund and provide the awards. Some writing awards are accompanied by a monetary honorarium, some are linked to publication of the winning paper in a professional journal, and others are celebrated with engraved mementos.

*Excellence in Public Speaking.* The award for excellence in public speaking is open to any student taking the Executive Public Speaking elective. In the spring of the year each section of students elects their best speaker to participate in a speech contest held at a dinner gathering. The first place winner receives an award at that event and also is recognized at graduation.

Information about the many specific awards is published in the Communicative Arts Directive, provided to each student at the Communicative Arts orientation.

### ***Commandant's Lecture Series***

The Commandant's Lecture Series presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and perspectives on subjects related to the curriculum, current issues, or to continued professional development of the students and faculty. Since the USAWC wants to expose students to a broad range of perspectives, this program will include guests whose views may differ from those held by most military officers. Academic freedom, a strict nonattribution policy, and the demands of scholarship permit engagement in questioning of guest speakers. Speakers are considered experts in their fields and can contribute significantly to intellectual development and professional growth.

### ***Noontime Lectures***

Voluntary noontime lectures on a variety of national and international topics occur periodically throughout the year. These lectures are department-sponsored and unless classified are generally open to anyone in the Carlisle Barracks community.

### ***Special and Complementary Programs***

The USAWC offers a variety of voluntary programs throughout the year to broaden individual development and to allow students to choose subjects that best suit their personal needs. "Special Programs" enhance academic advancement and students may receive elective credit for these programs. "Complementary Programs" enhance individual skills and awareness and both students and spouses may elect to attend any program event of interest to them.

## *Military History Program*

The USAWC has a challenging history program that is fully integrated into the curriculum. The core curriculum explores the historical dimensions of national security, strategy, operations, and leadership through readings, case studies, and seminar discussion. History faculty instructors come from nearly every department and institute at Carlisle Barracks and are experienced teachers.

A variety of voluntary activities supplement the history program. One of these programs is the "Staff Ride." In August, students tour the Gettysburg battlefield with the individual seminar history instructors serving as guides. Another is the "Perspectives in Military History" series of evening lectures, sponsored by the Military History Institute, brings distinguished historians to the Carlisle Barracks community throughout the academic year.

Students interested in pursuing an independent study project will find many opportunities in the field of military history. For example, the Oral History Program, which allows students to conduct interviews with senior officers, has long been a popular study project.

## *Eisenhower Series College Program*

The Eisenhower Series College Program is a USAWC special program administered by the Department of National Security and Strategy. The program was established in 1969 as an academic outreach program and consists of a panel of 7 to 10 students and a faculty moderator. This group visits public and private colleges and universities throughout the United States and its mission is to interact with diverse audiences to discuss national security and public policy issues. The group's experienced professional military officers and senior civilian employees provide both a practical and an academic approach to discussion of current issues. Members grow professionally from the candid, constructive exchange of views typical of each visit. The group members are selected from student and faculty volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public.

## *Executive Assessment and Development Programs*

### *Leadership Feedback Program*

Since the 1970s, the USAWC has offered an Executive Assessment and Development Program to help each student identify personal preferences, strengths and areas for improvement. The EADP consists of a battery of instruments, all selected for a single purpose: increase the self-awareness of the USAWC student. Research has consistently shown that self-awareness is a critical component for strategic leadership success. A key part of the battery is an instrument, the Strategic Leader Development Instrument (SLDI), which measures strategic leadership competencies using a multi-source or “360 degree” approach. The resultant analysis enables students to compare their self-perception with those of recent peers, subordinates and superiors. All students complete this SLDI.

In addition, students are afforded the opportunity to voluntarily complete a battery of additional instruments, the Leadership Feedback Program (LFP). This package provides an integrated and holistic approach to assessment. Using automation, the assessment battery increases the breadth and depth of individual feedback by integrating seven assessments into a single battery and providing enhanced feedback analysis. The measures include assessment of personal preferences, team roles, conflict handling, leadership preferences and cognitive style.

The instruments used in the assessment battery are designed to create a more complete picture of the individual to help identify strengths and areas of development. The results of this battery are reviewed and discussed with a certified faculty member. Once those areas are identified, students develop an action plan to both maintain strengths as well as to improve developmental needs. These tests are not designed to assess academic or professional technical knowledge. It is strictly for leadership development and will not be used for evaluation, selection or promotion purposes. The results are strictly confidential.

### *Graduate Assistance Program*

The USAWC Graduate Assistance Program (GAP) provides an opportunity for resident students to earn a civilian master’s degree in a variety of disciplines from several academic institutions during their resident year at the USAWC:

- Master of Public Administration offered by Pennsylvania State University (taught at Harrisburg Campus).
- Master of Public Administration offered by Shippensburg University (taught at Carlisle Barracks).



- Master of Arts in International Relations, Master of Arts in Human Development, and Master of Science in Management offered as a distance education program by Salve Regina University (can take up to 2 ½ years to complete).
- Master of Science in Business Administration offered by Strayer College.
- Master of Arts in Diplomacy and Military Studies offered as a distance education program by Norwich University.

The courses of study for Penn State and Shippensburg start in June, July, or August and conclude the following June or July. The GAP is a rigorous program when combined with the USAWC curriculum and incurs an increased academic load. Individuals interested in participating in this program should contact the Education Center at 717-245-3943 at their earliest opportunity.

## *Wellness Programs*

**Health and Fitness.** The physical, psychological, and spiritual well-being of students, staff, faculty, and families is an important concern at the USAWC. Students will have opportunities to assess and enhance their overall health and fitness through a comprehensive health and fitness assessment program provided by the Army Physical Fitness Research Institute.

The Army Physical Fitness Research Institute (APFRI) provides world class health and fitness assessments using state-of-the-art processes and technology. Its multi-disciplinary, professional staff coordinates research and interventions aimed at reducing cardiovascular disease and injuries while improving and sustaining the health and fitness of the over-40 population. As part of this comprehensive initiative, USAWC students have the opportunity to assess their current health and fitness. Through a variety of aerobic, strength, flexibility, nutrition, injury prevention, stress management, and other health classes, students may improve their health and fitness as part of their individual learning plan. Spouses are encouraged to take advantage of many of the health and fitness classes offered, as well as the annual Women's Health Symposium.

Athletics are an integral part of the USAWC experience. A healthy atmosphere encourages vigorous individual exercise, as well as organized sports and games. Each student seminar organizes itself for seminar level competition in softball, basketball, and volleyball. Student teams also may compete in post leagues, and a USAWC student team in each of these sports also competes in the Jim Thorpe Sports Day, usually held in April. Additionally, students and faculty participate regularly in locally sponsored athletic activities. This is a mature program, flexibly designed to meet the varied needs of USAWC students and their families. Activities are managed in a cheerful, positive manner by a small, but professional, staff.

**Fitness Facilities.** Two fitness facilities are available for students and their families: Thorpe Hall Gymnasium (Bldg. 23) and the Jim Thorpe Fitness Center (Bldg. 210). These facilities offer a variety of fitness equipment, activities, and operating hours designed to support the Carlisle Barracks community. Fitness equipment is also available at the Youth Services Center (Bldg. 637). The APFRI Grandstand Fitness Center (Bldg. 119) is used for the USAWC student health and fitness assessments and APFRI classes.

## ***Military Family Program***

The activities of the Military Family Program are structured into four distinct categories: Personal Growth and Fitness, Family Growth and Fitness, Personal Financial Management, and Strategic Leadership and Readiness. They encompass a series of lectures for students and spouses dealing with important family issues. The purpose of these lectures is to increase awareness of the individual's own family situation and to better prepare both the future senior leader and spouse for counseling of subordinates and their families. Many of the workshops target the personal growth and well being of the student and the student spouse during the academic year. They provide information and training in finance, wellness, interpersonal skills, and much more. These workshops and lectures are designed to help both students and their spouses now and to equip them for future endeavors.

The Military Family Program at the U.S. Army War College has three major objectives:

- Develop the physical, emotional, social, spiritual, and intellectual well being of the individual as a member of the family.
- Reinforce relationships between military family issues and readiness.
- Prepare students and spouses for roles as senior leaders in developing and implementing personal, unit, and community family programs.

For further information on the Military Family Program seminars and workshops presented each academic year, please go to: <http://www.carlisle.army.mil/usawc/dclm/milfam.htm>.

*Part IV.*  
*Student Body and Student Life*



## Student Body and Student Life

### *Student Profile*

The USAWC is a multi-disciplinary program designed for U.S. Army, U.S. Air Force, and U.S. Marine Corps officers in the grade of lieutenant colonel or colonel, and U.S. Navy and U.S. Coast Guard officers in the grade commander or captain. International Fellows of similar grade (and occasionally holders of flag rank) will attend, as well as civilian personnel with equivalent seniority from a number of federal agencies.

The profile of a typical resident class includes Army

- 178 Army Competitive Category

- 17 U.S. Army National Guard

- 17 U.S. Army Reserve officers

Students from the other Services:

- 26 Air Force

- 4 U.S. Air Force Reserve

- 3 U.S. Air National Guard

- 11 Marines

- 13 Navy

- 2 U.S. Navy Reserve

- 1 Coast Guard

40 International Fellows

Civilian students:

- 15 DLAMP

- 10 Department of the Army

4 from other government agencies

The average military student is 44 years old and has completed roughly 20 years of service. All military officers possessed a college degree, 77 percent hold a graduate degree, and 79 percent have commanded at the battalion equivalent or higher level.

## *Class Organization*

Class officers perform duties for the entire academic year. The class president is nominated from the active Army colonel population by the department chairs and appointed by the Commandant. The president performs the following student related functions:

- Represents the class with the College leadership and appropriate external agencies. Calls and conducts class meetings. Appoints committees for class activities (i.e., sports, social, gift, community activities, etc.).
- Supervises the operation of the class fund.
- Keeps the College leadership informed of all class activities.
- Prepares recommendations for guidance to the next class president.

The class vice president is nominated by the Reserve Component (RC) advisers from the list of incoming RC officers. The Director, International Fellows Program nominates the vice president for International Fellows. The vice president for civilian students is nominated by the Civilian Liaison Representative from among the incoming civilian students. These vice presidents serve as spokespersons for their respective student groups and support the class president in selected activities mutually agreed upon. The Air Force Senior Service Representative is responsible for the secretary's position and the Navy or Marine Corps Senior Service Representative for the treasurer's position. They perform functions appropriate to those offices and as assigned by the class president.

## *Seminar Duties*

The faculty teaching team selects a student to serve as seminar group chairperson. This individual serves as the key information link between the seminar group and the class president. The chair is responsible for administrative matters concerning the seminar group. Specific responsibilities include, but are not limited to, the following:

- Accountability of seminar group members at mandatory functions and other academic or administrative activities where seminar group representation is required.
- Maintaining appropriate decorum by seminar members during lectures and in seminar.

- Maintaining appropriate seminar group rosters, as required.
- Appointing committee members from the seminar group for class activities.
- Representing the seminar group at meetings chaired by the class president.
- Serving as the seminar group point of contact for USAWC administrative matters as appropriate.

While the seminar group chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The faculty instructor and the seminar group chair will agree upon specific details and responsibilities.

The assistant chairperson assists the seminar group chairperson in the accomplishment of assigned duties. The faculty teaching team also selects the assistant.

The chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions. Details may be found in the USAWC Faculty, Staff and Student Manual.

## *What to Expect*

Students face a variety of challenges during the academic year. This year marks a significant career transition for most students. The fundamental challenge is to use the year to prepare and equip students to deal with national and international problems that have a number of characteristics in common. These problems by nature are complex and ambiguous; they lack precedent, seldom appear in the form of problems students have previously encountered, demand immediate attention, and generally lack a clearly-defined end point. Often there is scant reward for success; failure can affect the security or prosperity of the country.

To help students make the transition, the curriculum is designed to be provocative, demanding, and rigorous. Students will have to work hard throughout the course at the conceptual level, researching, analyzing and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by volatility, uncertainty, complexity, and ambiguity in which they must rely on cooperation and consensus to achieve success. Joint and multinational organizations, issues, and operations are paramount in this "new" world.

The curriculum is designed to help students cultivate the art of critical questioning. There are at least two sides to every issue and there are no “approved or school solutions. Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their faculty instructors and their peers. Both groups possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as a vigorous, informed, thoughtful, and effective individual. The curriculum will keep students busy and involved, but also will allow time for the reflection, individual study, and research essential for genuine intellectual growth.

The final challenge is personal, but no less important than the professional one. Students and their families will have many opportunities for renewal and growth through a variety of programs at Carlisle Barracks. Spouses are invited to attend selected academic activities, which are identified by notations in weekly pocket schedules. Children will enjoy opportunities ranging from sports to the excellent library system. This challenge has to do with setting priorities and managing time to get the most from the many academic, social and family programs offered by the USAWC and the surrounding communities.

## *Carlisle Barracks*

As one of the oldest active military posts in the United States, Carlisle Barracks is among the most historic of American military installations. During more than two centuries of distinguished service to the Nation, Carlisle Barracks has been home to many military schools and has supported a variety of operations and civilian activities.

In the 1700s, the Barracks supported operations to protect settlers in central Pennsylvania and deployments during the French and Indian Wars; it also served as a key installation during the War of Independence. The Hessian Powder Magazine Museum, built in 1777 by Hessian prisoners, survives today as a reminder of the Barracks’ role in that seminal period of American history. Carlisle Barracks later served as a base of operations for President Washington during the Whiskey Rebellion of 1794.

In the 1800s, the Barracks served as a recruiting and basic training center and subsequently became the home to the Cavalry School. During the Civil War, Confederate General J.E.B. Stuart shelled and burned Carlisle Barracks during the Gettysburg Campaign.

During the latter half of the 19th century, the Barracks served as the home of the Carlisle Indian School. This social experiment was designed to “educate rather than subjugate” Native Americans. The highlight of the period was the unparalleled athletic achievements of Jim Thorpe and Coach “Pop” Warner. The Indian School closed in 1917 when the post was turned back to the Army for use during World War I. From that time until 1951, the Barracks served as the home to many Army service schools including the Adjutant General, Chaplains, Information, Security, Military Police, and Medical Field Service Schools. Since 1951, Carlisle Barracks has been the home of the USAWC.

Adjacent to the post, the city of Carlisle, with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000 is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington, DC, Baltimore, and Philadelphia are approximately two hours away, and New York City is roughly four hours away.

## ***Support Facilities***

### ***Student Housing***

Housing for students is satisfied through a combination of on- and off-post resources. On-post housing consists of 138 three- and four-bedroom single-family dwellings and two- and three-bedroom apartments. There are also 12 units for unaccompanied students. Each unit provides computer links to the campus local area network. Ample off-post housing can be found within the local area, and an off-post housing referral service is available through the post Housing Office.

### ***On Post Shopping and Restaurant Facilities***

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Class VI (retail beverage) store, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a fast-food restaurant, barbershop, and optical center. In addition, a Credit Union for banking needs is available for use by all students and employees. The Letort View Community Center, while not in the shopping area, offers lunching and dining opportunities for the USAWC community.



## ***Medical Support***

Dunham U.S. Army Health Clinic provides medical care for resident military students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade (Maryland), the Bethesda Naval Hospital, or Walter Reed Army Hospital (Washington, DC), or to local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

## ***Religious Services***

Since the inception of the American military forces, the military's leadership has felt a responsibility to attend to the religious needs of its personnel. Beginning with the Revolutionary War, chaplains and chapels have been a part of the American military scene. The USAWC continues this tradition. Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a prayer room is provided in the Root Hall Library for Muslim students.

## ***Child Care***

The Moore Child Development Center (Bldg 455) provides full day, part day and hourly care programs for children from six weeks through five years of age. The center is open 6:30 a.m. to 5:30 p.m., Monday through Friday. Hourly care is by reservation on a space available basis. Fees are determined according to total family income. Children must be registered with Child Development Services before care is provided at the center.

## ***Morale, Welfare, and Recreation Activities***

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis); and outdoor playground equipment

*Part V.*  
*The USAWC Library*



As the award-winning library for the Army's senior educational institution, the U.S. Army War College Library is an integral and strong component of the USAWC's Program for Joint Education and plays a key role in the development of the Army's leaders. Noted for sustained, high-quality services, and extensive research resources, the Library is a graduate-level special academic library supporting the College's educational, research, strategic communications, and well-being missions. It also serves as a primary research and information resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, the Department of Defense, federal agencies, universities and colleges, the media, and individual researchers and writers.

The highly expert and customer-friendly library staff, including nine librarians, ensures the efficient retrieval and delivery of research and information services. All nine librarians hold a minimum of a baccalaureate degree in an academic subject and a master's degree in library science. All have varied and extensive professional and managerial experience of progressively higher responsibility. The Director is active on several federal-level committees, and librarians support membership in professional organizations. Through formal and informal liaison with the faculty, the staff keeps abreast of all curriculum requirements. The Library Advisory Committee, composed of members from all organizational areas, provides the Library with assistance and counsel on policy and operational matters. The Library also receives feedback from other USAWC boards, as well as from individual faculty, students, and staff members.

The Library offers its customers a variety of services: research and reference assistance, orientations and library instruction for individuals and groups, library tours and briefings, current awareness and bibliography compilation, copyright support, course reserves, both paper and micrographic copying service, acquisition and distribution of curriculum texts, inter-library loan and document delivery. Supporting the curriculum and research, the Library regularly produces course-related, special bibliographies. Major bibliographies include: JOINTNESS, ETHICS, TERRORISM, STRATEGIC VISION, ARMY TRANSFORMATION, WARFARE IN THE 21ST CENTURY, PEACEKEEPING, CIVIL-MILITARY OPERATIONS, MULTINATIONAL OPERATIONS, U.S. NATIONAL SECURITY AND MILITARY STRATEGIES, SENIOR LEADERSHIP AND COMMAND, and COMMUNICATIVE ARTS. Bibliographies also receive worldwide dissemination. Monthly, the Library's current awareness program produces and widely distributes listings of pertinent current journal articles. The Library sponsors an active materials display program, coordinating with academic and community offices to support special events and programs and to highlight special library services and publications.

The Library provides its customers a rich and varied collection of print, electronic, and other nonprint materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and economics. Supplementing a book and document collection of 291,000 volumes are subscriptions to 1,100 current periodicals in these and other subject areas, providing current information and opinion for reading and research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, Department of Defense, and other official military publications, and a classified document collection. The Library collection also includes a large selection of video and audio materials, extensive microform holdings, and the equipment needed to access these special formats.

Current electronic research and information resources include commercial and DoD online services and Internet resources, including standard research databases such as ProQuest, Nexis, and Jane's Geopolitical Library. The Library's online catalog provides quick and concise information on publications held in the Library or at any department or office on Carlisle Barracks. The catalog is available to customers on the Library's website both on the Internet and the Intranet. At the Library's public web site (<http://www.carlisle.army.mil/library>) customers can access general resource information, the Library's authoritative bibliographies, links to other military and academic databases, and online catalogs. By using Intranet access, authorized customers can use all of the resources on the public site plus many specialized commercial databases supporting the academic and research needs of the USAWC students and faculty.

The Library also offers its customers access to other library resources through affiliation with several cooperative ventures. These include the Military Education and Research Library Network (MERLN), which electronically provides ready access to the holdings of 14 major Department of Defense academic libraries. Membership in the Associated College Libraries of Central Pennsylvania (ACLCP) allows Library customers direct access and borrowing privileges to 23 other academic and special libraries within an easy drive of Carlisle. The Online Computer Library Center (OCLC) database includes records for over 50 million publications available through inter-library loan from libraries all over the world.

Housed on two levels in Root Hall, with about 27,500 square feet of space, the Library is conveniently located for students and faculty. It is handicap accessible, and authorized customers have access to it 24/7. The main level holds the Library's primary collection, its online catalog and other manual and automated information retrieval tools. It comfortably seats over 100 customers in the Reading Room and provides 94 unassigned carrels for general use by students and faculty. Three small conference rooms are available for individual video viewing and for private conversations. The lower level houses the restricted and classified documents, maps, and other library holdings.

Distance Education students have access to the Library's resources and services by visiting the Library or by visiting the Library's website. The Library informs students of new developments and resources through e-mail or Department of Distance Education mailings. Students can request research assistance and borrow publications by contacting the Library by e-mail, FAX, mail, or telephone. The Library will respond to requests quickly and will work with the students to identify information resources and facilitate the most convenient method of access, to include direct borrowing from the USAWC Library, interlibrary loan, and use of their local libraries.

*Part VI. USAWC Foundation and  
USAWC Alumni  
Association*



## *USAWC Foundation*

The Army War College Foundation, Inc., established in 1977, is proud to provide the margin of excellence to the academic experience at the USAWC. A nonprofit, tax-exempt, publicly supported organization under sections 501(c)(3) and 509 (a)(3) of the IRS Code, the Foundation enhances and enriches academic programs and research activities by providing private financial support where government funds are not available.

For over two and a half decades, Foundation funding has included honorariums for distinguished guest lecturers, writing awards for students and faculty, texts for the USAWC's professional library, projects of the International Fellows Program, functions for the Military Family Members Program, financial assistance for high-level conferences and exercises, and the Military History Institute Perspectives Lecture Series. The Foundation's latest project is funding the Army War College's General Omar N. Bradley Chair of Strategic Leadership. This chair is jointly shared and funded between the Army War College Foundation and Dickinson College.

Individual and corporate constituents continue to be steadfast in their contributions to our national defense through stewardship of academic excellence and traditions at the USAWC. Contributions are tax deductible. For additional information, please call (717) 243-1756, or write the AWC Foundation, Inc., 122 Forbes Avenue, Carlisle, PA 17013-5248 or email to [AWC.Foundation@carlisle.army.mil](mailto:AWC.Foundation@carlisle.army.mil). The Foundation web site can be found at the following URL: <http://www.awcfoundation.org>.

## ***USAWC Alumni Association***

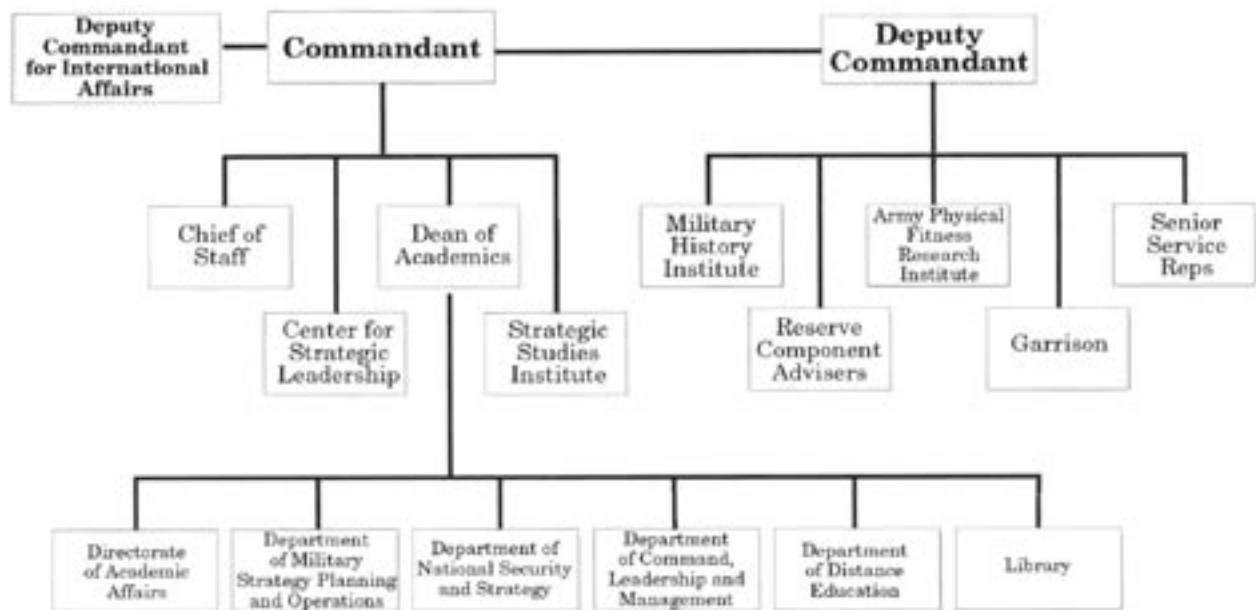
The U.S. Army War College Alumni Association was established in 1967 as a non-profit association to foster, maintain, and strengthen a sense of fraternity among the alumni and to promote continued interest in and support of the USAWC. Membership is limited to students, graduates of any USAWC course, and present or former staff and faculty.

To support its members and the USAWC, the Association publishes a newsletter, maintains and publishes a Directory of all graduates and present and former staff and faculty, makes available the book, "Of Responsible Command: A History of the U.S. Army War College," maintains an Alumni memorial on the grounds of the USAWC, sponsors an annual birthday and celebration of the USAWC's founding, holds an annual meeting and provides support to class reunions and seminars. The Association also operates a small gift shop featuring USAWC mementos. The Alumni Office is in Room B122, Root Hall. As of January 1, 2000, there were 12,950 living members of the Association.

For details of our program, please see our web site at <http://www.usawcalumassoc.pa.net/>.



## *Part VII. Organization and Governance of the USAWC*





## ***USAWC Senior Leadership***

The USAWC is an organization of TRADOC, Department of the Army (DA) for the Chief of Staff, U.S. Army (CSA). The Commandant, USAWC is a major general who concurrently serves as Commandant, USAWC and Commanding General, Carlisle Barracks. The Commandant directs the performance of the USAWC mission and functions in accordance with TRADOC Regulation. The Commandant has several key advisers and advisory bodies.

## ***The USAWC Board of Visitors***

In 1995, plans to transform the U.S. Army War College, an established preeminent military learning center, and redefine its educational goals were in progress. A critical institutional self-study was conducted and a full report was produced for the Department of Education. The Self-Appraisal for Federal Educational Institutions Applying for Evaluation by the U.S. Department of Education (submitted June 1997 to the Department of Education National Advisory Committee on Institutional Quality and Integrity) became the underpinning and sustaining document that would chart a new course for the College and the required processes for accreditation of a master's degree program.

In 1996, under the command of Major General Richard Chilcoat, the Army War College formed an educational advisory board as an expert source of graduate level knowledge and public input into the processes required to transform a senior military education center into a degree granting and fully accredited graduate institution. The advisory board would be established as a Subcommittee of the Army Education Advisory Committee, named the U.S. Army War College Board of Visitors (USAWC BOV), and comprised of ten successful and prominent citizens from private sector categories external to the College staff and faculty. The USAWC BOV would be the Commandant's exclusive educational advisory body.

In 1997, the USAWC BOV assembled and conducted its first business meeting under the Chairmanship of Dr. James Whalen and emerged as a major thrust behind our ambitious

graduate degree plans and accreditation aspirations. The BOV's initial impact is no less than "historic," and in 1999, under the command of Major General Robert Scales, the Army War College was recognized by Congress as a graduate school and authorized to confer a Master of Strategic Studies to its qualifying graduates. The USAWC BOV was largely responsible and credited for this significant achievement and for numerous assessment and accreditation successes that have followed.

Today, under the command of the Commandant and Chairmanship of Dr. Francis J. Micheline, the USAWC BOV continues its momentum of success and remains committed and united in its efforts to ensure USAWC compliance with accreditation standards and its institutional growth. The USAWC BOV is critical to the success of our graduate status and its plans for transformation. We are proud to provide a short informational briefing and electronic history of the USAWC BOV's formation and accomplishments, as well as introduce the distinguished and dedicated citizen advisers who have graciously accepted membership obligations on the USAWC BOV.

The USAWC BOV was established in accordance with Army Regulation 15-1, Committee Management. It is the only continuing Federal Advisory Committee to the Commandant for advice on educational and institutional issues, such as policy and philosophy, curriculum development, instruction and methodology, graduate degree and accreditation issues, and a range of aspects concerning management, organization, progressive advancement, and transformation.

The USAWC BOV is authorized 12 membership positions, per Department of the Army Charter it is a Subcommittee of the Army Education Advisory Committee. The current authorized number represents the following private sector categories:

- 2 College/University Presidents, Provosts or Deans
- 4 Other Academia
- 2 Business/Corporate Leaders
- 4 Government or Military Service

USAWC BOV members are nominated by the Commandant and recommended for official appointment by the U.S. Secretaries of the Army and Defense. The total nomination and appointment processes can take as much as four or more months. Board members are considered employees of the U.S. Government, hired as expert Intermittent Consultants, and eligible for pay under the General Schedule (GS), grade 15. Traditionally, USAWC BOV members have agreed to serve the Army War College without monetary compensation. At the present time, twelve fully appointed and serving members have waived entitlement to pay for their consulting services and USAWC BOV committee membership.

The USAWC BOV elects an executive committee and names a presiding chair and vice chair. It also recognizes the Designated Federal Official and Executive Secretary as a member of its Executive Committee. The USAWC BOV Executive Committee appoints six smaller committees as working groups to review, consider, and advise separately on membership and academic policy issues. Each working group also elects a presiding chair to serve as the respective committee spokesperson.

Typically and since its first meeting in 1997, the USAWC BOV meets annually each April to consider an agenda of key issues and initiatives. The committee may also meet intermittently in whole or in part at the call of the presiding chair.

At present, there are 12 fully appointed members on the USAWC BOV.

## ***USAWC Command Group***

The USAWC Command Group consists of the Commandant; Deputy Commandant for International Affairs; Deputy Commandant; Chief of Staff; Dean of Academics; Director, Chief Information Office; Director, Center for Strategic Leadership; Director, Strategic Studies Institute; Garrison Commander; and Command Sergeant Major.

The **Deputy Commandant for International Affairs** is a U.S. State Department Senior Foreign Service Officer. While not a member of the USAWC chain of command, the Deputy Commandant for International Affairs represents the USAWC and directly participates in national security oriented symposia and related professional forums worldwide. She provides advice on curriculum planning with respect to U.S. foreign policy and regional studies. She provides guidance and participates directly in the International Fellows Program, student field trips, and the Strategic Crisis Exercise. The Deputy Commandant for International Affairs supports the academic program as a lecturer, consultant, resource person, and research adviser.

The **Deputy Commandant** is second in command to the Commandant. He assumes command in the Commandant's absence. He is responsible for providing guidance and direction to the USAWC staff, faculty, and student body to implement the Commandant's decisions. He also exercises staff supervision over the Senior Service Representatives, Reserve Component Advisers, U.S. Army Physical Fitness Research Institute, U.S. Army Military History Institute, Directorate of Resource Management, and the Carlisle Barracks Garrison.

The **Chief of Staff** is responsible for all internal staff coordination for the Commandant. The Chief of Staff coordinates all internal actions with the various staff elements and separate institutes to provide an integrated and coordinated staffing procedure for all issues and

actions affecting the command. Direct responsibilities include oversight of personnel management; foreign disclosure program and information, personnel, industrial, and technical security; public affairs office; executive services; and plans and operations.

## *Special Staff*

The Commandant also has several individual advisers. The Senior Service Representatives from the U.S. Air Force, U.S. Navy, and U.S. Marine Corps; Army National Guard Adviser, and U.S. Army Reserve Adviser assist the Commandant in his responsibilities for the overall direction of the USAWC. Each individual is the designated representative of the chief of their service or head of their organization. In addition to acting as special staff officers to the Commandant, they serve as members of the USAWC faculty.

## *Academic Board*

Chaired by the Dean of Academics, the Academic Board consists of the Associate Dean for Academic Policy; Associate Dean for Academic Support; Chair, Department of Command, Leadership, and Management; Chair, Department of Distance Education; Chair, Department of Military Strategy, Planning, and Operations; Chair, Department of National Security and Strategy; Director, Center for Strategic Leadership; Director, Strategic Studies Institute; Director, U.S. Army Military History Institute; Director, U.S. Army Physical Fitness Research Institute; the Senior Service Representatives for the Air Force, Marine Corps, and Navy; the U.S. Army Reserve Adviser; and the National Guard Adviser.

The Academic Board provides the forum for continuous planning, coordination, evaluation, and review of the College's educational philosophy, instructional methodology, curriculum design, academic programs and policies, and related issues. It reviews the work of the Curriculum Committee prior to the submission of its recommendations through the Command Group to the Commandant for final approval. The Academic Board also oversees all accreditation issues and provides recommendations to the Commandant for final approval.

## *Dean of Academics*

The Dean of Academics is responsible for academic policy, planning, programs and procedures, curriculum development and the planning, coordination, execution, and evaluation of all resident and distance education programs. The Dean of Academics supervises the academic teaching departments, the Directorate of Academic Affairs, and the USAWC Library. The Dean develops, coordinates, and establishes the educational philosophy and objectives necessary to guide the USAWC academic program.

The incumbent also chairs the Title 10 Board. The Dean is responsible for recruitment and retention and faculty development in concert with the department chairs, Chief of Staff, and other Title 10 Board members. The Dean further serves as a member of the Executive Programming and Budget Advisory Committee and has supervisory responsibility for budgetary matters affecting the USAWC. The incumbent maintains liaison with the other Senior Service Colleges; the Combined Arms Center, U.S. Army Command and General Staff College; Headquarters, Department of the Army; the Joint Staff; the Military Education Coordinating Conference; and the civilian academic community.

## *Directorate of Academic Affairs*

The Directorate of Academic Affairs is responsible for coordinating curriculum development, academic policy, and the planning, coordination, execution, and assessment of all USAWC academic courses and programs. Key functions include general officer continuing education; internal and external coordination of strategic and operational-level concepts and doctrine; the International Fellows Program; Registrar's Office; Office of Institutional Assessment Joint Professional Education; the Faculty Development Program; Senior Service College Fellows Program; administrative support to the USAWC Board of Visitors; the Electives Program; the Commandant's Lecture Series Program; faculty and student writing awards; *Parameters*; the academic master events calendar and curriculum scheduling; Communicative Arts, including the student Strategy Research Program and the Effective Writing Program; Defense Leadership and Management Program; Educational Technology development; and coordination of student athletic programs. Directorate of Academic Affairs' faculty also may teach elective courses and serve as members of a seminar teaching team, as appropriate.